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ABSTRACT

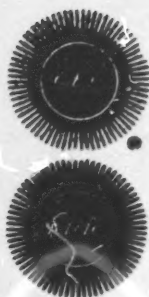
The annotated bibliography on Speech Handicapped/General, Research, Programs contains approximately 190 abstracts and associated indexing information for documents or journal articles published from 1968 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JH)

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Speech Handicapped/ General, Research, Programs

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 626

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Abstract

ABSTRACT 23

EC 080056

Publ. Date Oct 75

Wolf, Lucille C.

Whitehead, Paul C.

The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; V13 N5 P3-7 Oct 1975

Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;

A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)

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Sp.

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ABSTRACT 34

EC 080034

Publ. Date 75

Brown, Jerome D., Ed.

Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.

Iowa State Dept. of Public Instruction, Des Moines.

EDRS mf/hc

Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;

Identifier: Iowa*;

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

Abstractor's Initials

(abstract material deleted
here for sample) ...

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is representative of journals currently received.

- *Academic Therapy, 1539 Fourth Street, San Rafael, California 94901
- ACTA Symbolica, University of Akron, Akron, Ohio 44304
- Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577
- *American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education, 400 Maryland Avenue SW, Washington DC 20202
- American Educational Research Journal, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015
- American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011
- *American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610
- *American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing, 10 Columbus Circle, New York, New York 10019
- *American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852
- *American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019
- Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036
- ASHA, 9030 Old Georgetown Road, Washington DC 20011
- Audicibel, 24261 Grand River Avenue, Detroit, Michigan 48219
- Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403
- Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036
- Australian Children Limited, Box 91, Brighton 5048, South Australia
- *Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO, Newark State College, Union, New Jersey 07083
- *Behavior Therapy, 111 Fifth Avenue, New York, New York 10003
- Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland
- British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England
- British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England
- Bulletin of the Orton Society, 8415 Beltona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402
- *Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada
- Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada
- CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025
- Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637
- **Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare, 67 Irving Place, New York, New York 10003
- Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today, US Government Printing Office, Washington DC 20402
- Children's House, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631
- Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education, 2852 Broadway, New York, New York 10025
- Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226
- Deficiency Mental/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts, Gallaudet College, Washington, DC 20002
- Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- *Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091
- Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107
- *Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership, 1201 16th Street NW, Washington DC 20036
- Educational Researcher, 1126 16th Street NW, Washington DC 20036
- Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637
- English Journal, 1111 Kenyon Road, Urbana, Illinois 61801
- *Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- *Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116
- Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222
- *Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138
- Hearing, 105 Gower Street, London WC1E 6AH, England
- *Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior, PO Box 2810, Boulder, Colorado 80302
- Humanist, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306
- Instructor, PO Box 6099, Duluth, Minnesota 55806
- Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland
- International Rehabilitation Review, 219 East 44th Street, New York, New York 10017
- Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

- Journal for Special Educators of the Mentally Retarded*, 171, Center Conway, New Hampshire 03813
- *Journal of Abnormal Child Psychology**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- **Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036
- *Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044
- **Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005
- Journal of Association for Study of Perception*, PO Box 744, De Kalb, Illinois 60115
- *Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Child Psychology & Psychiatry*, Pergamon Press, Elmsford, New York 10523
- Journal of Clinical Child Psychology*, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105
- Journal of Communication Disorders*, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014
- Journal of Community Health, Human Sciences Press*, 72 Fifth Avenue, New York, New York 10014
- **Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Creative Behavior*, 1300 Elmwood Avenue, Buffalo, New York 14222
- Journal of Developmental Disabilities*, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182
- Journal of Education*, Department of Education, Halifax, Nova Scotia
- **Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036
- **Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701
- Journal of General Education*, 215 Wagner Building, University Park, Pennsylvania 16802
- *Journal of Learning Disabilities**, 5 North Wabash Avenue, Chicago, Illinois 60602
- **Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414
- *Journal of Mental Deficiency Research**, 86 Newman Street, London W1P 4 AR, England
- Journal of Music Therapy*, Box 610, Lawrence, Kansas 66044
- Journal of Negro Education*, Howard University, Washington DC 20001
- **Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201
- *Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141
- **Journal of Personality Assessment**, 1070 East Angeleno Avenue, Burbank, California 91501
- Journal of Reading*, 6 Tyre Avenue, Newark, Delaware 19711
- Journal of Rehabilitation*, 1522 K Street NW, Washington DC 20005
- Journal of Rehabilitation of the Deaf*, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Journal of School Health*, American School Health Association, Kent, Ohio 44240
- **Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880
- *Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003
- *Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014
- *Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014
- Journal of Teacher Education*, One Dupont Circle, Washington DC 20036
- *Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014
- Lantern*, Perkins School for the Blind, Watertown, Massachusetts 02172
- Learning*, 530 University Avenue, Palo Alto, California 94301
- Mathematics Teacher*, 1906 Association Drive, Reston, Virginia 22091
- *Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015
- **Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202
- Momentum*, 350, One Dupont Circle, Washington DC 20036
- Music Educators Journal*, 1902 Association Drive, Reston, Virginia 22091
- NASSP Bulletin*, 1904 Association Drive, Reston, Virginia 22091
- National Elementary Principal*, 1801 North Moore Street, Arlington, Virginia 22209
- The New Beacon*, 224 Great Portland Street, London WIN/AA, England
- *New Outlook for the Blind**, 15 West 16th Street, New York, New York 10011
- Notre Dame Journal of Education*, PO Box 686, Notre Dame, Indiana 46556
- Nursing Outlook*, 10 Columbus Circle, New York, New York 10019
- Optometric Weekly*, 5 North Wabash Avenue, Chicago, Illinois 60602
- Parents Voice*, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England
- Peabody Journal of Education*, George Peabody College for Teachers, Nashville, Tennessee 37203
- *Pediatrics**, PO Box 1034 Evanston, Illinois 60204
- **Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009
- Phi Delta Kappan*, 8th & Union Streets, Bloomington, Indiana 47401
- **Physical Therapy**, 1156 15th Street NW, Washington DC 22005
- Pointer*, PO Box 131, University Station, Syracuse, New York 13210
- Psychology in the Schools*, 4 Conant Square, Brandon, Vermont 05733
- Psychology Today*, PO Box 2990, Boulder, Colorado 80302
- Quarterly Journal of Speech*, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- **Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711
- Reading Teacher*, 6 Tyre Avenue, Newark, Delaware 19711
- Rehabilitation Digest*, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada
- Rehabilitation Gazette*, 4502 Maryland Avenue, St. Louis, Missouri 63108
- *Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612
- Rehabilitation Teacher*, 88 St. Stephen Street, Boston, Massachusetts 02115
- Remedial Education*, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia
- Review of Educational Research*, 1126 16th Street NW, Washington, DC 20036
- **Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden
- Schizophrenia Bulletin*, 5600 Fishers Lane, Rockville, Maryland 20852
- School Media Quarterly*, 1201-1205 Bluff Street, Fulton, Missouri 65251
- *Sight Saving Review**, 79 Madison Avenue, New York, New York 10016
- Sign Language Studies*, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901
- *Slow Learning Child**, St. Lucia, Brisbane 4067, Australia
- **Social Work**, 49 Sheridan Avenue, Albany, New York 12210
- Southern Journal of Educational Research*, Box 107, Southern Station, Hattiesburg, Mississippi 39401
- Special Children*, American Association of Special Educators, 107-20 125th Street, New York, New York 11419
- *Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England
- Special Education in Canada*, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada
- Speech Monographs*, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Teacher*, 22 West Putnam Avenue, Greenwich, Connecticut 06830
- Teacher of the Blind*, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England
- Teacher of the Deaf*, 50 Topham Road Exeter EX2 4NF, England
- Teachers College Record*, 525 West 120th Street, New York, New York 10027
- **TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- *Volta Review**, 3417 Volta Place NW, Washington, DC 20007
- **Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

GENERAL

ABSTRACT 781

EC 002 708 ED 025 061
 Publ. Date 68 399p.
 Eisenson, Jon; Ogilvie, Mardel
Speech Correction in the Schools.
 EDRS not available
 The Macmillan Company, 866 Third
 Avenue, New York, New York 10022
 (\$6.25).

Descriptors: exceptional child; education; speech handicapped; articulation (speech); speech handicaps; retarded speech development; language development; voice disorders; stuttering; hearing loss; cleft palate; minimally brain injured; cerebral palsy; aphasia; speech therapy; speech improvement

An introduction to the problems and therapeutic needs of school age children whose speech requires remedial attention, the text is intended for both the classroom teacher and the speech correctionist. General considerations include classification and incidence of speech defects, speech correction services, the teacher as a speaker, the mechanism for speech, the production of speech sounds, development of language in children, and stimulating language development. Specific speech problems considered are delayed or retarded speech, defects of articulation, voice disturbances, stuttering, speech and impaired hearing, cleft palate, and brain damage, both cerebral palsy and dyslogia. Methods, procedures, materials, references, and study questions are listed. (JB)

ABSTRACT 1586

EC 003 924 ED 030 241
 Publ. Date 69 381p.
 Van Hattum, Roland J., Ed.
Clinical Speech in the Schools; Organization and Management.
 EDRS not available
 Charles C Thomas, Publisher, 301-327
 East Lawrence Avenue, Springfield, Illinois 62703 (\$12.50).

Descriptors: exceptional child education; speech handicapped; speech therapy; speech therapists; program administration; teacher role; teacher attitudes; teacher responsibility; ethical values; school organization; school systems; administrator role; interdisciplinary approach; consultants; counseling; parent counseling; research methodology; scheduling; time blocks; educational facilities; classrooms; educational equipment; identification; teaching load; student records

Eleven articles, including an overview by Van Hattum, consider the nature of the speech specialist and his administrative responsibilities. The role of the speech clinician, as a professional person, is treated by Myfanwy Chapman; as a member of the educational team, by Frederick Garbee; as a consultant, by Gerald Freeman; as a counselor, by Charles Mange; and as a researcher, by Oliver Nikoloff. Aspects of professional planning of the speech clinician covered include program scheduling, by Van Hattum; planning time and facilities, by

Lee Fisher; case finding, selection, and load, by Ronald Sommers; the therapy program, by Sommers; and reporting in the schools and to the community, by Fisher. (GD)

ABSTRACT 2472

EC 005 801 ED N.A.
 Publ. Date 70 236p.
 Rochmis, Lyda N.; Doob, Dorothy
Speech Therapy: A Group Approach for Schools and Clinics.
 EDRS not available
 John Day Company, Inc., 257 Park
 Avenue South, New York, New York 10010 (\$7.95).

Descriptors: exceptional child education; speech handicapped; speech therapy; stuttering; voice disorders; speech clinics; articulation (speech); English (second language); physiology; reading; speech improvement; classroom techniques

Written for speech clinicians in the schools, the book explores method by which the group therapy situation can function efficiently and effectively to relate speech theory to clinical practice. Goals of therapy are enumerated, and correctional procedures presented, together with original drill material which is designed for the secondary school level, but may be adapted. Opening chapters define speech defects, explore standards of good speech, and discuss drill techniques. Subsequent chapters are devoted to the following specific therapeutic areas: lisping; voice disorders; stuttering; vowel and consonant difficulties; and dialect problems. Anatomy and physiology are treated, as is reading as a therapeutic aid. Appendixes provide sample forms, rating scales, and information for teacher use of speech therapy in the classroom. (JB)

ABSTRACT 3404

EC 006 225 ED N.A.
 Publ. Date 70 9p.
 Irwin, John V.
Speech Pathology and Behavior Modification.
 EDRS not available
 Acta Symbolica; VI N1 P15-23 Spr 1970

Descriptors: exceptional child services; speech handicapped; language handicapped; speech pathology; speech therapy; behavior change; language learning; reinforcement; stimulus devices; behavior theories

The increasing interaction between speech pathology and behavior modification is discussed from the standpoint of traditional speech pathology. The types of constructs by which speech pathology historically and currently has organized its clinical thinking are defined as organic, psychodynamic, mathematical, and electronic. The general acceptance, dissatisfaction, and clinical limitations of construct approaches are discussed. The expansion of behavior modification, behaviorists' contributions to speech pathology, and techniques of

eliciting new responses (including imitation, shaping, stimulus variation, and relevant instruction) are explained. Problem areas concerning the acceptance of behavior modification by traditional speech pathologists are described. Also explained are some problems of language learning and remediation: acquisition of language, what to teach, carryover, reinforcement schedules, discriminatory stimuli, secondary reinforcement, unlearning, errorless discrimination, and symptom substitution. (GD)

ABSTRACT 113

EC 03 0113 ED N.A.
 Publ. Date 70 277p.
 Egland, George O.
Speech and Language Problems: A Guide for the Classroom Teacher.
 EDRS not available
 Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 (\$6.95).

Descriptors: exceptional child education; language development; speech handicapped; articulation (speech); language handicapped; acutely handicapped; stuttering; speech therapy; teacher role; speech improvement

Speech and language and their normal development are explained for the classroom teacher and the teacher's role as a member of the speech therapy team is defined. Language and speech problems are discussed along with problems of speech output in the classroom. Advice is given the teacher on how to help children with problems of articulation, language, nonfluency, and hearing. Methods for analysis, prevention, and prevention of these problems in everyday classrooms are suggested. (JD)

ABSTRACT 206

EC 03 0206 ED N.A.
 Publ. Date Aug 70 162p.
 Goda, Sidney
Articulation Therapy and Consonant Drill Book.
 EDRS not available
 Grune And Stratton, Inc., 757 Third
 Avenue, New York, New York 10017
 (\$6.75).

Descriptors: exceptional child services; speech handicapped; articulation (speech); speech therapy; instructional materials; speech evaluation

Drill materials and rationale for articulation therapy are provided for the use of speech pathologists and primary grade teachers. Drill material is presented by normal age of phonemic mastery and most words are at or below grade 4 reading level. Material is also arranged by word length and parts of speech. Several methods of evaluation and treatment of articulation disorder are discussed. (MS)

ABSTRACT 923

EC 03 0923 ED N.A.
 Publ. Date 70 72p.
 Jones, Ruth E.

For Speech Sake. Activities for Classroom Teachers and Speech Therapists.

EDRS not available

Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306 (\$2.00).

Descriptors: exceptional child education; speech handicapped; speech improvement; class activities; teaching methods; classrooms; speech therapy; games; teacher role

The book is designed to help the elementary school teacher eliminate or prevent functional speech difficulties in her classroom by incorporating speech lessons into the daily program. The chapter discussing speech correction and language development gives general suggestions for organizing daily speech lessons, defines types of speech problems, and lists helpful books and periodicals. A second chapter contains teaching methods, stressing the use of films, stories, poems, conversation, and games. A presentation of speech sounds contains suggestions for teaching each sound through the use of various activities. The final chapter contains additional games and activities for younger and older children. (KW)

ABSTRACT 1115

EC 03 1115 ED N.A.
Publ. Date 70 122p.

Blake, James Neal
Speech Education Activities for Children.

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$8.00).

Descriptors: exceptional child education; speech handicapped; speech therapy; class activities; speech improvement; elementary school students; dramatics; story telling; discussion (teaching technique)

Designed to be helpful to the classroom teacher and also to the speech therapist, the book suggests activities which will incorporate speech education as an integral part of elementary school education. Following a discussion of the functions of speech and of the learning of sounds and the ability to listen, speech stimulation activities are described (finger plays, action games, oral reading, choral speaking). Other categories of activities for speech covered are dramatic activities, storytelling, talks, conversation, and discussions. (KW)

ABSTRACT 1306

EC 03 1306 ED 046 200
Publ. Date 71 213p.

Buddenhagen, Ronald G.
Establishing Vocal Verbalizations in Mute Mongoloid Children.

EDRS not available

Research Press Company, 2612 North Mattis Street, Champaign, Illinois 61820 (\$9.95).

Descriptors: exceptional child education; mongolism; institutionalized (persons); behavior change; verbal operant

conditioning; mentally handicapped; voice disorders; mutism

Behavior modification as an attack upon the problem of mutism in mongoloid children establishes the basis of the text. Case histories of four children in a state institution present the specific strategy of speech therapy using verbal conditioning. Imitation and attending behavior, verbal chaining, phonetic theory, social reinforcement, deprivation, and punishment are all examined in relation to the four subjects. The etiology of mutism among institutionalized mongoloid children is dealt with in a separate section. A glossary of phonetic symbols and terminology conclude the text. (CD)

ABSTRACT 1620

EC 03 1620 ED N.A.
Publ. Date 68 232p.

Eldridge, Margaret
A History of the Treatment of Speech Disorders.

EDRS not available

Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$6.75).

Descriptors: speech handicapped; speech pathology; speech therapy; historical reviews; foreign countries; speech therapists

The volume traces the history and development of treatment for disorders of human speech. The account of the evolution of speech pathology and speech therapy begins with pre-Renaissance times, although the major portion of the book concentrates upon developments and progress in the 20th century, with major emphasis on the years 1946 through 1966. The historical review encompasses trends, activities, therapy, research, organizations, and individuals contributing to the field in countries around the world. (KW)

ABSTRACT 1810

EC 03 1819 ED N.A.
Publ. Date 70 307p.

Morley, Muriel E.
Cleft Palate and Speech.

EDRS not available

Williams and Wilkins Company, 28 East Preston Street, Baltimore, Maryland 21202 (\$11.25).

Descriptors: speech handicapped; cleft palate; speech therapy; physiology; medical treatment; speech evaluation; speech (physiology)

The stated aim of the handbook is to describe the causes of defective speech due to cleft palate and to provide practical treatment suggestions. The information is intended to help students, clinicians in speech pathology, and others involved in the management of cleft palate to understand more fully both the condition and the outlook and work of other professionals involved in the total care of the patient. The development of the face and mouth in congenital clefts of lip and palate is detailed, as are the structure and functions of the normal palate and the palatopharyngeal sphincter. The story of the development of cleft palate surgery is outlined, including

the various operative procedures employed. Other topics examined are problems of feeding, growth, and speech associated with cleft palate, the assessment of speech, and general considerations and specific suggestions for speech therapy. Case histories are quoted to illustrate speech development after surgical treatment for cleft palate. (KW)

ABSTRACT 1821

EC 03 1821 ED N.A.
Publ. Date 68 534p.

West, Robert W.; Ansberry, Merle
The Rehabilitation of Speech.

EDRS not available

Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 (\$12.95).

Descriptors: speech handicapped; speech pathology; speech therapy; speech improvement; speech handicaps; speech (physiology)

A textbook of diagnostic and corrective procedures based upon a critical study of speech disorders, the volume covers both the study and treatment of disorders and defects of speech. The first part of the text concerns the pathology of speech and the rationale of its rehabilitation, and data is presented on the neurophysiological mechanism for speech production, normality versus abnormality, chromosomal disorders, dyslalias, stuttering, audiogenic speech disorders, aphasia, dysarthrias, dysphonia, secondary disorders of speech, and case study and evaluation. Remedial principles are the topic of the second section, in which information is presented regarding the treatment of speech disorders. Discussed are the bases of rehabilitative procedures, and specific therapy for articulatory defects, dysfluencies, dysfunctions of voice, and disorders of symbolization and language. Principles of audiology and factors involved in hearing rehabilitation are also surveyed. (KW)

ABSTRACT 2242

EC 03 2242 ED N.A.
Publ. Date 71 308p.

Wells, Charlotte G.
Cleft Palate and Its Associated Speech Disorders.

EDRS not available

McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 (\$10.95).

Descriptors: exceptional child services; speech handicapped; cleft palate; cleft lip; speech pathology; speech therapy; etiology; speech evaluation; speech physiology

The treatment of cleft palate and related speech handicaps proceeds in a sequence from general to specific and from background information to clinical application of principles. The history and incidence of cleft palate and some of the ways in which various disciplines have treated it are reviewed. Normal growth and development and the function of structures in the prepalatal and palatal areas are described. The discussion of the causes of clefts emphasizes etiology and pathogenesis: reasons for prenatal development

failures resulting in clefts and the ways in which such failures occur. The types and effects of congenital clefts are detailed, followed by the description of a typical cleft palate child. Pointed out in the review of interdisciplinary rehabilitation efforts are the major contributions and some of the terminology of the team members: surgeon, orthodontist, prosthodontist, and speech pathologist. Specific information on speech assessment and very detailed plans for the remedial process are presented. Also included is an extensive bibliography of references from a number of disciplines. (KW)

ABSTRACT 2245

EC 03 2245 ED N.A.
Publ. Date 71 241p.
Boone, Daniel R.
The Voice and Voice Therapy.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs,
New Jersey 07632 (\$7.95).

Descriptors: speech handicapped; voice disorders; speech therapy; speech evaluation; speech physiology

Through an understanding of the vocal mechanism and its pathologies the book presents a therapeutic philosophy for successful treatment of persons with aphonias and dysphonias. Following discussions of symptomatic voice therapy, the vocal mechanisms and hyperfunction, disorders of vocal fold mass and approximation, and methods of voice evaluation, specific therapy procedures for voice disorders are described. The specific procedural recommendations are illustrated with case examples and photographs. Therapy approaches for all hyperfunctional voice problems are covered, in addition to techniques for persons with resonance disorders, for laryngectomy patients, for the deaf, and for others with special problems. In all, over 20 techniques for the treatment of voice disorders are detailed. (KW)

ABSTRACT 2355

EC 03 2355 ED N.A.
Publ. Date 71 161p.
Moore, G. Paul
Organic Voice Disorders.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs,
New Jersey 07632 (\$6.95).

Descriptors: speech handicapped; voice disorders; speech therapy; clinical diagnosis; speech evaluation; speech physiology

Designed for advanced students of speech pathology and clinicians, the book treats the development, diagnosis, and therapy of voice disorders. Focused upon are organic voice disorders, caused by alterations of the organs that produce voice, rather than functionally-caused problems. Voice disorders are defined and classified as relating to phonation or resonance. Voice mechanisms and the physiology of speech are described and illustrated. Stressed are the physiology of phonation and the fundamentals of phonatory theory. Organic modifications, including diseases, lesions, and other impairments that influence voice, are

enumerated. The chapter on diagnostic procedures presents functional plans for the diagnostic session and outlines steps in voice assessment. The discussion of therapeutic procedures covers medical therapy, environmental therapy, and direct voice rehabilitation. Delineated for each type of therapy are the professionals involved, the eticlog:s and underlying presumptions that provide the rationale for the treatment, results expected, and specific therapeutic measures through which results are achieved. (KW)

ABSTRACT 2479

EC 03 2479 ED N.A.
Publ. Date 71 159p.
Blake, James Neal
Speech, Language and Learning Disorders: Education and Therapy.
EDRS not available
Charles C Thomas, Publisher, 301-327
East Lawrence Avenue, Springfield, Illinois 62703 (\$7.50).

Descriptors: exceptional child services; learning disabilities; language handicapped; speech handicapped; communication problems; speech therapy; language instruction; remedial instruction; communication skills

The text, oriented toward the theory of communication disorders as disorders of symbolic processes, consists primarily of suggestions for remediation of speech, language, and learning disorders and is addressed especially to speech and language therapists, special educators, educational therapists, and psychologists interested in remedial measures applied to disorders of communication and symbolization. Information processing pathways, symbolic transformation of signs, symbols, and signals, and foundations of communication are discussed in the opening chapters. Suggested educational and therapeutic techniques are then presented for language and learning disorders and voice disorders. General methods of therapy for articulation problems and stuttering are also outlined. The closing chapter discusses briefly some of the common constructs and approaches used in speech, language, and educational therapy. (KW)

ABSTRACT 2482

EC 03 2482 ED N.A.
Publ. Date 70 396p.
Information Sources in Hearing, Speech and Communication Disorders. Part 2: Organizations and Developmental Edition.
National Institute of Neurological Diseases and Blindness (NIH), Baltimore, Maryland, Information Center for Hearing, Speech, and Disorders Of Human Communication
EDRS not available
Information Center for Hearing, Speech, and Disorders of Human Communication, 310 Harriet Lane Home, the Johns Hopkins Medical Institutions, Baltimore, Maryland 21205.

Descriptors: exceptional child services; aurally handicapped; speech handicapped; language handicapped; directories; information centers; national organi-

zations; agencies; professional education; financial support; research projects; federal aid

The directory lists information sources in hearing, speech, and communication disorders for professionals, teachers, students, librarians, and administrators. The guide lists the following major types of organizations and programs: information centers and services, libraries, and special collections; societies and associations, committees, and congresses; research centers and research programs; professional training programs; and private and government funding agencies. An introduction precedes each major section to explain the use of the section and the arrangement of items, which vary by type of organization or geography. (KW)

ABSTRACT 2936

EC 03 2936 ED N.A.
Publ. Date 71 163p.
Bleiberg, Aaron H.; Luebling, Harry E.
Parents Guide to Cleft Palate Habilitation: The Team Approach.
EDRS not available
Exposition Press, Inc., 50 Jericho Turnpike, Jericho, New York 11753 (\$7.50).

Descriptors: exceptional child research; speech handicapped; cleft palate; cleft lip; parent role; parent child relationship; interdisciplinary approach

Written primarily to help parents of children with clefts fulfill their important role in the habilitation process, the book integrates, in nontechnical language, the findings of a research study conducted by the authors concerning the role and responsibilities of parents in the team approach to cleft palate habilitation. Typical problems of the child with a cleft are first discussed. Then the modern-day team approach to cleft palate habilitation is discussed, with emphasis on the roles of numerous specialists. Procedures in cleft palate habilitation are explained, as well as the causes of cleft lip and cleft palate. The authors then relate the child's emotional and speech development to one another. The parent's role and responsibilities in cleft palate habilitation are explained, followed by discussion of a nationwide survey of cleft palate centers and the problems most often encountered by parents. A short bibliography of recommended reading for parents is appended, in addition to an extensive glossary of terms commonly used in cleft palate habilitation, and a list of cleft palate terms accepted by the American Cleft Palate Association. (CB)

ABSTRACT 42

EC 04 0042
Publ. Date 71 436p.
Eisensohn, Jon; Ogilvie, Mardel
Speech Correction in the Schools. Third Edition.
EDRS not available
Macmillan Company, 866 Third Avenue, New York, New York 10022 (\$7.95).

Descriptors: exceptional child services; speech handicapped; speech therapy; speech improvement; language development; speech therapists; teacher role;

speech pathology; articulation (speech); speech physiology

The volume, intended to introduce readers to the problems and therapeutic needs of speech impaired school children, first presents general considerations and background knowledge necessary for basic insights of the classroom teacher and the school speech clinician in relation to the speech handicapped child. Discussed are the classification and incidence of speech defects, speech correction services, and normal speech (standards of speech, the mechanism for speech, production of speech sounds, and language development). Emphasized are the roles and scope of the classroom teacher and the speech clinician in cooperating to achieve common objectives.

Focused upon in the second half of the book are specific speech problems and how they affect the child's overall functioning. Delayed or retarded speech, defects of articulation, voice disorders, stuttering, speech and impaired hearing, cleft palate, and brain damage or dysfunction are examined. In each case the discussion covers the nature and cause of speech disturbance, implications for therapy, therapeutic techniques of the speech clinician, and the related role of the classroom teacher. (KW)

ABSTRACT 1016

EC 04 1016 ED N.A.
Publ. Date 72 186p.
Wilson, D. Kenneth
Voice Problems of Children.
EDRS not available
Williams and Wilkins Company, 426 East Preston Street, Baltimore, Maryland 21202 (\$8.75).

Descriptors: exceptional child services; speech handicapped; aurally handicapped; textbooks; speech therapists; speech therapy; etiology; clinical diagnosis

Although designed for use in training speech clinicians, the textbook is thought to be helpful to the practicing speech therapist. In many instances, adult remediation procedures are said to have been adapted to children, based on clinical experience with children having voice problems. Classification and etiology of voice problems are reviewed and clinical diagnostic procedures are described. Remedial methods and techniques are outlined for voice problems resulting from laryngeal dysfunction, defects of resonance, and hearing loss. Examination and remedial procedures utilized the team approach to the remediation of voice problems. Anatomy and physiology of the speech and hearing mechanisms are not included in the book. (CB)

ABSTRACT 1107

EC 04 1107 ED N.A.
Publ. Date 71 1312p
Travis, Lee Edward, Ed.
Handbook of Speech Pathology and Audiology.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 (\$29.95).

Descriptors: exceptional child education; speech handicapped; aurally handicapped; textbooks; speech pathology; audiology; clinical diagnosis; speech therapy; anatomy; physiology; psychology; communication problems; etiology; interdisciplinary approach; language handicaps

Presented is the revised edition of a reference textbook on the clinical diagnosis and treatment of speech disorders. A total of 50 chapters written by 44 authors comprises the book. Part one includes nine chapters concerning concepts and factors common to all disorders of communication such as terminology, phonetics, acoustics, personality, diagnosis, and therapy. Seven chapters make up the second section on hearing. Of general concern is the person with a hearing loss and his organs of hearing as considered in anatomy, physiology, pathology, psychology, speech, diagnosis, and treatment. The third part consists of seven papers on the origin, nature, uses, troubles, and means of modification of the voice in the communication process. The fourth, and largest section of the book, contains 19 chapters on speech. Examined are the nature of speech itself, multiple factors that have a role in its pathologies, a variety of approaches to the diagnosis and treatment of the troubled speaker, and the interrelated roles of medicine, dentistry, psychiatry, psychology, sociology, and education. The fifth section focuses on an exposition of language and its disorders. Development, nature, and disturbances of language and aphasia in both children and adults are analyzed in eight chapters. (CB)

ABSTRACT 1112

EC 04 1112 ED N.A.
Publ. Date 71 916p.
Grabb, William C., Ed. and Others
Cleft Lip and Palate: Surgical, Dental, and Speech Aspects.
EDRS not available
Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 (\$45.00).

Descriptors: exceptional child services; speech handicapped; cleft lip; cleft palate; medical evaluation; medical treatment; textbooks; dental health; speech therapy; anatomy; etiology; aurally handicapped; surgical treatment

Presented is a comprehensive textbook containing 64 articles by 71 authors on cleft lip and cleft palate, with focus on surgical, dental, and speech aspects. Copious pictures accompany the articles. The first section presents 10 articles with general introductory information on anatomy, etiology, embryology, and classifications of the cleft lip and palate. Also discussed are cultural, historical, and psychosocial aspects of the deformity and the medical and surgical treatment. Examined next in 27 papers are the various surgical techniques of unilateral and bilateral cleft lip repair in addition to primary and secondary procedures of the cleft palate repair. Covered in the 4 chapters of the third section are analysis of maxillary orthopedics and bone grafting. The 16 articles in the fourth section

concern related dental problems, including pediatric dentistry, orthodontics, and cleft palate prosthetics. The concluding section contains 24 chapters on speech and hearing disorders related to cleft lip and palate, including palatopharyngeal insufficiency, measurements of the parameters of speech, methods and techniques of cleft palate speech therapy, and the diagnosis and treatment of ear disease in cleft palate children. (CB)

ABSTRACT 1366

EC 04 1366 ED N.A.
Publ. Date 72 456p.
Van Riper, Charles
Speech Correction: Principles and Methods. Fifth Edition.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$9.95).

Descriptors: speech pathology; speech handicaps; aurally handicapped; speech therapy; textbooks; language development; articulation (speech); stuttering; voice disorders

The introductory speech pathology text presents basic information on the various speech and hearing disorders. Case history material and accounts of therapy illustrate the discussion. Topics covered include the emotional aspects and the effects of a speech or hearing disorder, types of speech disorders, the development of speech, delayed speech and language, specific voice disorders, disorders of articulation, stuttering, the organic disorders of speech, types of hearing problems, and speech pathology as a profession. References at the end of each chapter are accompanied by questions to be used as guides in exploring the literature. (KW)

ABSTRACT 1587

EC 04 1587 ED N.A.
Publ. Date 72 34p.
Irwin, John V.
Disorders of Articulation.
EDRS not available
Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 (\$1.25).

Descriptors: articulation (speech); phonetics; speech handicaps; speech pathology; language development; speech therapy

Disordered articulation is explained from a traditional point of view (as a relatively isolated phenomenon) and in terms of new contributions from the fields of linguistics and behavior modification. Oral language is described from three viewpoints (the functions, rules, and structure of language) prior to a lengthier examination of the phoneme, which covers definition of a phoneme, classification of phonemes physiologically or by distinctive feature, and functions of phonemes. The development of articulation in a child is summarized. Major correlative factors in development of articulation are enumerated: age, sex, intelligence, socioeconomic factors, motor skills, and sensory input. The process of articulatory testing and the major types of articulatory disorders are described. Also summarized are kinds of therapy used in treating problems of articulation. (KW)

ABSTRACT 1588

EC 04 1588

Publ. Date 72

ED N.A.

39p.

Greene, Margaret C. L.

Disorders of Voice.

EDRS not available

Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 (\$0.95).

Descriptors: speech handicaps; voice disorders; speech therapy; classification; speech physiology

Following an introductory explanation of the anatomy, physiology, and characteristics of normal voice, discussion focuses on disorders of voice. The following classifications of voice disorders are examined: vocal strain and abuse, psychological disorders, endocrine disorders, structural abnormalities of the larynx. Indicated are causes of each disorder explained, medical and other treatment available, and type of voice therapy or rehabilitation which can be given. (KW)

ABSTRACT 2168

EC 04 2168

Publ. Date 72

ED N.A.

131p.

Sanders, Lois Jean

Procedure Guides for Evaluation of Speech and Language Disorders in Children.

EDRS not available

Interstate Printers and Publishers, Inc., 19 27 North Jackson Street, Danville, Illinois 61832 (\$3.95).

Descriptors: exceptional child services; speech handicapped; evaluation methods; clinical diagnosis; speech evaluation; speech tests; screening tests; diagnostic tests; language tests; guidelines

Written for the student speech and language clinician or the beginning practitioner, the volume presents procedural guidelines for the evaluation of speech and language disorders in children. Following an opening discussion of basic clinical methodology, which covers clinical do's and don'ts and suggestions for organizing and writing the diagnostic report, the manual is organized around major areas of evaluation. Screening tests of motor ability, intelligence, and visual and tactual perception are listed and explained briefly. The section on evaluation of language covers evaluation of auditory receptive and oral expressive language and screening evaluation of reading and writing performance. Included is brief discussion of all tests and testing procedures thought to be of use in language evaluation. Remaining sections are devoted to diagnostic measures of articulatory proficiency, speech sound discrimination, structure and functioning of the speech mechanism, and fluency. Appendixes include sample report and clinical diagnosis forms to assist student clinicians in writing concise, accurate reports. (KW)

ABSTRACT 2214

EC 04 2214

Publ. Date Jul 72

ED N.A.

12p.

Caterina, Sister

Words in Colour for the Deaf.

EDRS not available

Teacher of the Deaf; V70 N414 P285-96 Jul 1972

Descriptors: exceptional child education; aurally handicapped; color planning; language development; articulation (speech); auditory training; instructional materials; phonetics; speech improvement

Described is a system of assigning colors to speech sounds to aid hearing impaired children in auditory training, speech articulation, and language development. Problems of the deaf child are generally discussed and emphasis is placed on development of the residual hearing that 98% of deaf children are said to possess. In the first stage of the program, the sound of each of five short vowels is amplified through microphones as the teacher points to the written symbols on color coded cards. By this method, the child is said to link the sound he perceives with a color and the visual symbol previously associated with it. Once the basic sounds are identified with colors, the children put them together to form words and sentences. In the second phase, the child learns to make the various sounds and determines which sounds go with which spoken or written words. The pronunciation of words printed in color on charts is intended to eliminate ambiguity about speech sounds. The teacher can move a pointer across the chart to indicate proper rhythm. The author concludes that the program increases reading and writing ability as well as speech articulation and is second only to cued speech in value for teaching the deaf. (LL)

ABSTRACT 2859

EC 04 2859

Publ. Date 72

ED N.A.

69p.

Renfrew, C. E.

Speech Disorders in Children.

EDRS not available

Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 (\$4.75).

Descriptors: exceptional child services; speech handicapped; speech therapy; etiology; clinical diagnosis; articulation (speech); language development; language ability

Designed to introduce the scope of speech therapy with children to concerned adults, the book covers briefly causes, diagnosis and assessment, management and treatment, articulation problems, spoken language, disorders of fluency, and special cases. The scope of the speech therapist's work is said to include assessment and treatment of adults and children with voice problems, stammering, articulation defects and language learning difficulties. Subjects mentioned in relationship to causes, diagnosis and assessment of speech disorders include deafness, mental retardation, motor coordination, emotional and social maturity, oral abnormalities, movement, general examination, and case history. General considerations on management, advice and treatment cover areas such as the mother's role in stimulating the child and a treatment schedule. Aspects of articulation problems covered are development of problems, articulation difficulties such

as omission of sounds and substitution of sounds, advising the parent, and specific techniques such as ear training and sequential training. Spoken language is then discussed in terms of its development, delayed or unusual development, use of speech and specific techniques such as memory training and vocabulary work. Disorders of fluency covered are stammering, cluttering, and suggested treatment. Special cases briefly discussed include voice disorders, cleft palate, cerebral palsy, mental deficiency, and emotional disturbance and psychosis. (CB)

ABSTRACT 2896

EC 04 2896

Publ. Date 71

ED N.A.

239p.

Whetnall, Edith; Fry, D. B.

The Deaf Child.

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 (\$12.50).

Descriptors: exceptional child education; aurally handicapped; auditory perception; etiology; pathology; auditory training; speech skills; speech therapy; hearing therapy; aural learning; clinical diagnosis; hearing aids

The monograph, written primarily for doctors, describes an auditory approach (dealt with from the viewpoints both of experimental phonetics and of clinical otology) to the training of deaf children which is said to depend on understanding the part played by the cerebral cortex in learning the associated skills of hearing and speech. The introductory chapter discusses briefly such topics as the evolution and development of hearing and speech, functions of hearing, and the part played by hearing in established speech. The recounting of the development of the auditory approach emphasizes that many deaf children retain a small amount of hearing and that their brains can be taught to recognize different patterns of frequency and intensity if sounds are heard often and loud enough to impose perception patterns on the cells of the cortex. Knowledge and skills needed for speaking are considered including the speech chain, the linguistic basis of speech, the physiological mechanism, phonetic classification of speech sounds, frequency characteristics of speech sounds, and the relation of speech frequency bands and deafness. Elements of speech reception such as the recognition of speech sounds and recognition of laterals and semi-vowels are examined. Stages of a hearing child's development such as creating a store of kinesthetic and auditory memory patterns and learning how to string phonemes together to make morphemes and words are recounted. Causes and pathology of various types of deafness are examined. Aspects of clinical examination and investigation such as detection, the clinic, and clinical examination tests are treated. Differential diagnosis of children exhibiting failure to respond, failure to talk and blank or dull expression, and the assessment and education of such children are discussed. Considered are the characteristics, use, and reasons for use of hearing aids, and fac-

tors in auditory training such as parental influence, practice, age, and environment. (GW)

ABSTRACT 2044

EC 04 2944 ED N.A.
Publ. Date 72 182p.

Schultz, Martin C.
An Analysis of Clinical Behavior in Speech and Hearing.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$8.95).

Descriptors: exceptional (child education; aurally handicapped; speech handicapped; clinical diagnosis; models; speech therapy; hearing clinics; speech clinics; audiology; hearing therapy

Intended for students and practitioners, the book presents a model of the clinical process in speech and hearing which is supposed to offer insight into the methodology of clinical activities and to provide a workable base for becoming clinically competent. The model is explained through comparison of the roles of a clinician in a department of otolaryngology, of a public school therapist, and of an examiner in a speech and hearing center, and discussion of components of the model, potential use of the model, its intrinsic structure, decision axes and decision variables, the criterion cutoff, the payoff matrix, an optimal criterion, the model as a structure, and manipulation of the model. Implications of the model for clinical evaluation processes are brought out in discussions of patients in therapy, the content of an evaluation, the evaluation of motivation, audiological evaluation, philosophical bases and utility of present audiology procedures, appropriate evaluation goals, and inadequacies and components of current audiological assessments. Therapy procedures are said to imply primary information flow from the therapist to the patient. Clinical therapy processes are treated with respect to therapy concepts, therapy principles stressing that persons do not unlearn anything and that persons are not consistent in their actions and beliefs and the application of the model to therapy by changing the decision axis, reducing the variance, and relocating criteria. The model is applied to clinical training to determine the guiding principles and informational content necessary to competent clinical practice. The role of observation in training, quantification in therapy, inservice training programs, and needed additional components of professional training are considered. A chapter on research deals with the acquisition of data said to be necessary to this or alternative models. Suggestions for research are catalogued in the following six sections: personnel, speech characteristics, speech attitudes, therapy, training, and multicategory phenomena and their relations. (GW)

ABSTRACT 701

EC 05 0701 ED N.A.
Publ. Date 73 37p.

Powers, Gene R.
Cleft Palate.
EDRS not available
Bobbs-Merrill Company, Inc., 4300 West

62nd Street, Indianapolis, Indiana 46268 (\$1.25).

Descriptors: speech handicapped; cleft palate; medical treatment; communication problems; speech evaluation; cleft lip

Presented is a basic discussion of the factors to be considered in the cleft palate problem: etiology, associated problems, physical management, and communication problems. Reviewed are some of the problems which may be associated with cleft palate such as dental, hearing, and psycho-social problems. Lip repair, primary palatal closure, cosmetic surgery, and secondary palatal procedures, the four stages in the physical management of a person with both a cleft lip and cleft palate, are described. Discussed are three communication problems frequently associated with clefts: misarticulations, hypernasality, and language problems. Treatment of communication disorders is summarized, with a focus on the diagnostic evaluation procedure and on the different therapeutic management plans involved for persons with clearly inadequate closure, adequate closure and marginal closure. (KW)

ABSTRACT 715

EC 05 0715 ED N.A.
Publ. Date 72 144p.

A Guide to Clinical Services in Speech Pathology and Audiology.

EDRS not available
Director, Public Information, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D. C. 20014 (\$3.00).

Descriptors: exceptional child services; speech handicapped; aurally handicapped; speech pathology; audiology; directories; hearing clinics; speech clinics; speech therapists; physicians; guidelines

The guide, designed as an aid in the referral of patients requiring clinical services, contains the names and addresses of more than 1000 clinics of speech pathology and audiology, as well as names and addresses of 239 members of the American Speech and Hearing Association who are engaged in full time private practice. For each clinic, the guide gives information regarding official name, address, telephone number, director, size of professional staff, services offered, and setting. Listings of private practitioners follow a similar format. Noted are clinics and elementary and secondary schools which have received full or interim accreditation by the American Boards of Examiners in Speech Pathology and Audiology upon recommendation of the Professional Services Board. All entries are listed alphabetically according to state and city location. (GW)

ABSTRACT 740

EC 05 0740 ED N.A.
Publ. Date 72 289p.

Bzoch, Kenneth R., Ed.
Communicative Disorders Related to Cleft Lip and Palate.
EDRS not available
Little, Brown, and Company, Medical

Division, 34 Beacon Street, Boston, Massachusetts 02106 (\$9.95).

Descriptors: exceptional child education; speech handicapped; cleft lip; cleft palate; communication problems; etiology; medical evaluation; therapy; medical treatment

Presented are 27 readings which consider causes, to cleft lip and palate. Discussed are psychological aspects of cleft lip and palate, classification of cleft lip and palate, and the cleft palate team. Causes of communicative disorders in persons with cleft palate are considered in six readings such as the following: etiological factors related to cleft palate speech, congenital and acquired palatopharyngeal insufficiency, dental and occlusal hazard to normal speech production, the influence of hearing impairment, and oral sensory function in speech production. Considered in the section of three readings on types of communicative disorders frequently found in the cleft palate population are categorical aspects of cleft palate speech and abnormal articulation patterns. One of eight papers on the measurement and analysis of cleft palate speech for diagnostic and research purposes discusses psycholinguistic measures of language and speech. Seven papers consider special methods of therapy for the prevention, intervention, or elimination of communicative disorders in the cleft palate population, such as advantages of intensive summer training programs and diagnosis and treatment of ear disease in cleft palate children. For a related volume see EC 041 112. (DB)

ABSTRACT 984

EC 05 0964 ED 072 574
Publ. Date 71 84p.

Gerber, Sanford E., Ed.
The Family as Supportive Personnel in Speech and Hearing Remediation.
California University, Santa Barbara Rehabilitation Services Administration (DHEW), Washington, D. C.

EDRS mf, hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Proceedings of the Post-Graduate Short Course, University of California, Santa Barbara, March 31, April 1 and 2, 1970.

Descriptors: speech handicapped; aurally handicapped; family role; family influence; voice disorders; stuttering; aphasia; conference reports; laryngectomees

The proceedings of the conference/short course on the role of the family as supportive personnel in speech and hearing remediation focus upon the family and its relationship and interaction with the speech, language, or hearing handicapped individual. Purpose is to emphasize the importance of utilizing the family as a manpower resource in the fields of speech pathology and audiology. The five major papers concern voice disorders and the family environment, the family of the laryngectomee, family influences on stuttering and stuttering therapy, family role in the management of the deaf child, and the role of the family in aphasia. Substantial discussions follow each presentation. (KW)

ABSTRACT 1009

EC 05 1009 ED N.A.
 Publ. Date Jan 73 10p.
 McCabe, Robert B.; Bradley, Doris P.
Pre- and Postarticulation Therapy Assessment.
 EDRS not available
 Language, Speech and Hearing Services in Schools; V4 N1 P13-22 Jan 1973

Descriptors: exceptional child education; speech handicapped; speech therapy; articulation (speech); speech evaluation; speech tests; test interpretation

Presented is a protocol for assessing articulatory skills which tests automatic speech, single-word responses, short sentences, reading, and conversational speech. Specific sections of the test require counting one through 10, reciting letters of the alphabet, saying 40 words chosen from frequency of occurrence and basic sight recognition lists, uttering spontaneous sentences, reading sentences, reading a paragraph, and conversing. The articulation protocol is scored on the basis of correct and incorrect whole word responses and is said to require 10 to 15 minutes to administer. Data are provided showing that careful testing with the protocol allows the clinician to report speech changes in a definitive, descriptive manner. The protocol is recommended as a means of determining the efficiency of various therapy techniques, of answering questions regarding the cost of therapy, and of developing accurate methods of predicting changes in articulatory behavior. (GW)

ABSTRACT 1264

EC 05 1264 ED N.A.
 Publ. Date 73 362p.
 Cooper, Morton
Modern Techniques of Vocal Rehabilitation.
 EDRS not available
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 (\$12.95).

Descriptors: exceptional child education; speech handicapped; voice disorders; rehabilitation; speech therapy; etiology; textbooks; medical evaluation

The text on vocal rehabilitation gives specific techniques to alleviate and/or eliminate all types of functional and organic dysphonias in children and adults. Among the aspects of symptoms and causes of voice disorders discussed in the first part of the book are the following: symptoms of functional and organic dysphonias, vocal misuse and abuse, pitch and vocal pitch, tone focus, quality, breath support, and physical and psychological contributory factors. Therapy is described in the second part which considers approaches to the treatment of dysphonias, surgery, palliative treatment, psychological approaches to the treatment of dysphonias, traditional and modern vocal rehabilitation, vocal psychotherapy, illustrative therapy, associate therapy, bibliotherapy, and group voice therapy. The next part considers the process and problems of vocal rehabilitation by discussing related aspects of vocal rehabilitation, factors influencing progress, stages, problems, general and

psychological reasons for failure, and the therapist and failure in vocal rehabilitation. Some of the subtopics discussed in the fourth part on therapy for functional and organic dysphonias include dysphonias by age groupings, functional misphonia, falsetto, ventricular phonation, hysterical aphonia, nasality, and Parkinson's disease. The final part concludes with observations and results and considers differential diagnosis of vocal fold growths, medicolegal aspects of voice disorders, occupations and voice disorders, results of vocal rehabilitation, and preventive vocal rehabilitation. (DB)

ABSTRACT 1403

EC 05 1403 ED N.A.
 Publ. Date 73 322p.
 Lahey, Benjamin B., Ed.
The Modification of Language Behavior.
 EDRS not available
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 (\$11.95).

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; speech handicapped; handicapped; autism; stuttering; voice disorders; aphasia; psycholinguistics; language instruction; research reviews

The book of seven readings summarizes advances in the application of behavior modification techniques to problems of language in mentally handicapped, emotionally disturbed, and speech handicapped children and adults. An introductory chapter defines linguistic terms and explains basic concepts in behavior modification. Doug Guess and Donald Baer review some experimental analyses of linguistic development in institutionalized retarded children. A major finding was that teaching a small number of exemplars in a class of linguistic behavior generalizes to other members of the class not taught directly. Sheila McKenna-Hartung and Jurgen Hartung consider the establishment of verbal imitation skills and functional speech in autistic children. The theoretical foundations underlying verbal conditioning are discussed, and the conditioning procedures presented. The chapter on stuttering by Richard Martin and Roger Ingham reviews experimental studies involving response contingent consequences and operant behavior modification experiments explicitly involving a therapeutic procedure. The manipulation of vocal behavior through the use of electronic devices programmed to respond to specific acoustic events are considered by James Fitch in a chapter on voice and articulation. Described also are current materials and techniques designed for the treatment of articulation disorders. Lawrence Simkins in a chapter on cluttering (rapid, unintelligible, speech) considers the characteristics and etiology of cluttering, and details behavior therapy techniques found useful. A study to train spouses to improve the functional speech of aphasic patients by Robert Goodkin, Leonard Miller, and Nandini Shah found significant gains in the functional speech of target verbal behaviors of both patient and spouse in 23 couples. The final reading on minority

group languages discusses behavior modification techniques based on assumptions such as the importance of language as a key factor in educational and occupational achievement and the necessity to make language changes without violating the cultural heritage of minority group members. (DB)

ABSTRACT 1657

EC 05 1657 ED N.A.
 Publ. Date 73 221p.
 Blakeley, Robert W.
The Practice of Speech Pathology: A Clinical Diary.
 EDRS not available
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.50).

Descriptors: exceptional child education; speech handicapped; speech pathology; speech therapy; speech evaluation; clinical diagnosis; medical evaluation; medical treatment; professional education

Intended for students and practitioners of speech pathology as well as other professionals dealing with the speech handicapped child or adult, the book considers both the practice and profession of speech pathology in the form of 94 diary-like entries. The first chapter provides a humorous perspective on speech pathology in nine entries such as the myth articulated, the business of speech pathology, tutorial therapy, and the selection of sounds to be taught. Strategies for the assessment and treatment of speech and language disorders are considered in the second chapter which consists of 21 entries including the following: managing the preschool child during speech evaluation, breath support in cerebral palsy, severe malocclusion, helping the mother improve her retarded child's speech, normal verbal sequencing ability, speech therapy in cases of dyspraxia, and the team evaluation. Stuttering and mutism are discussed in the nine entries in the third chapter which is on disorders of inhibition and include cases of the beginning of stuttering and elective mutism. Aphonia, dysphonias, and male falsetto are considered in the 23 entries of the chapter on the management of voice disorders which also includes entries on the laryngeal examination and voice therapy with children. The diagnosis, evaluation, and therapy of abnormalities of the palate are examined in 26 entries on topics such as the timing of surgery in cleft palate, dental occlusion, dyspraxia and hypernasality, mixed hypernasality and hyponasality, fitting obturators, and pharyngeal flaps and speech results. In the final chapter of six entries are discussed the student, the teacher, the consultant, and the profession. (DB)

ABSTRACT 1988

EC 05 1988 ED N.A.
 Publ. Date Jun 73 9p.
 Sailor, Wayne and Others
Functional Language for Verbally Deficient Children: An Experimental Program.
 Mental Retardation; V11 N3 P27-35 Jun 73

Descriptors: exceptional child research; mentally handicapped; speech handicapped; language instruction; training skills; program descriptions; behavior change; operant conditioning; models; conceptual schemes

A Comprehensive model employing operant conditioning procedures for training language skills in speech deficient children, and an outline of a program of related research in step-by-step language training are presented. The model and research program (currently underway) are expected to comprise the basis for a comprehensive language training manual, presented schematically, including three parts: evaluation and assessment of speech potential; training local and verbal limitation, and training functional language usage. (Author)

ABSTRACT 2074

EC 05 2074 ED N.A.
Publ. Date 72 417p.

Weston, Alan J., Ed.

Communicative Disorders: An Appraisal.

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$14.75).

Descriptors: exceptional child services; speech handicapped; aurally handicapped; voice disorders; cleft palate; stuttering; aphasia; speech pathology; audiology; language development; articulation (speech); auditory perception; audition (physiology); speech therapy; communication problems; parents

The text on communication disorders includes 14 readings selected to represent current thought and practice in the fields of speech pathology and audiology. Both traditional viewpoints and newer ways of viewing and handling speech and hearing disorders are represented. Following are chapter titles: Communication. An Introduction to Sound and the Speech and Hearing Mechanisms; Children's Language. Voice Disorders, Cleft Palate, Articulation. The Management of Disfluency in Its Earliest Developmental Stages, Aphasia in Adults, Disorders of Hearing, Auditory Perceptual Disturbances, Issues in Diagnosis of Communication Disorders, The Process of Therapy for Communicative Disorders, Parents of Children with Communication Disorders, and Speech Pathology and Special Education. (DB)

ABSTRACT 2084

EC 05 2084 ED N.A.
Publ. Date 72 370p.

Irwin, Orvis C.

Communication Variables of Cerebral Palsied and Mentally Retarded Children.

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$20.75).

Descriptors: exceptional child research; speech handicapped; physically handicapped; cerebral palsy; mentally handicapped; research reviews (publications); testing; communication problems; articulation (speech); sound discrimination;

abstraction levels; vocabulary; sentence structure; memory; anxiety; language development

Presented are approximately 58 studies and discussions pertaining to seven communication variables for the speech therapist to use in diagnosing communications problems in cerebral palsied and mentally retarded children. Provided for each study are such components as introductory discussion, procedure, statements on test reliability and validity, effect of sex, relationship to medical diagnosis, difficulty of range of items, discriminating power of items, results, and summary. For the variable of articulation 30 studies are presented, such as a test of final double consonant blends, a short vowel test, and a short diphthong test. Given for the variable of sound discrimination are four studies, such as a test of sound discrimination, and a comparison of sound discrimination in mentally retarded and cerebral palsied children. Provided for the variable of abstraction are three studies, such as an abstraction test which is adapted for use with mentally retarded children. Of five studies devoted to the variable of vocabulary, one deals with word equipment of spastic and athetoid children, and one relates vocabularies of use had understanding to several variables. Two studies center on the sentence variable, of which one treats length of declarative sentences, while the other assesses sentence length and number in mentally retarded children's language. The variable of memory span is addressed with three studies, which cover aspects of mentally retarded children's immediate memory span. Included for the variable of anxiety is one scale for use with cerebral palsied children. Of six studies on the language variable, one is concerned with replications and reliability of four speech tests, and the other investigates regional and sex differences in the language of cerebral palsied children with five speech tests. Descriptions of subjects, as well as charts and record forms, may be found in the index. (MC)

ABSTRACT 2160

EC 05 2160 ED 078 619
Publ. Date May 72 85p.

Garbee, Frederick E., Ed.

Voice Disorders in School Children: Clinical Management.

California State Department of Education, Sacramento

EDRS mf, hc

Special Study Institutes Sponsored By the California State Department of Education (April 26-28 And May 8-10, 1972, San Francisco and Los Angeles).

Descriptors: exceptional child education; voice disorders; clinical diagnosis; screening programs; speech therapy; research methodology; affective behavior; psychological needs; interdisciplinary approach

Five papers presented at two inservice institutes for school speech and language pathologists delineated identification, remediation, and management of voice disorders in school children. Keynote remarks emphasized the intimate relationship between children's voices and

their affective behavior and psychological needs, and thus, the importance of not separating a voice from its owner. As an example of a research aid derived for clinical diagnostic evaluation of voice disorders, the feature analyzer was described, which records cycle-by-cycle frequency and intensity changes in the speech wave. Dysphonia, resulting from vocal hyperfunction (yelling, shouting and speaking at an inappropriate pitch) was examined with respect to school voice screening programs, and therapy for children and adults. Questions were posed and answered relating to laryngeal physiology and pathology, assessment (medical, vocal, environmental), therapy, and management. Discussed as aspects of identification and management of voice disorders were the pattern of a normal voice, disorders caused by respiratory-phonatory imbalances, dysphonia, and such physiological problems as velopharyngeal incompetence caused by a palatal flaw. Interdisciplinary cooperation, clinician training, identification, management, and incidence of voice disorders in school children were incorporated in the discussion of the Jewish Hospital Voice Profile. (MC)

ABSTRACT 2617

EC 05 2617 ED N.A.
Publ. Date 73 57p.

Schlanger, Bernard B.

Mental Retardation.

EDRS not available

Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 (\$1.25).

Descriptors: exceptional child education; mentally handicapped; speech handicapped; language development; speech therapy; auditory tests; language tests

Discussed is the relationship of speech disorders to mental retardation in children. It is stressed that both language and intelligence are dependent on many interrelating factors such as environment. Noted are the difficulty in defining mental retardation and various statistical estimates of the number of mentally retarded. It is urged that diagnosis consider overlapping categories such as autism, aphasia, and brain injury. Described are language tests suitable for use with the retarded. Reviewed are studies on the incidence of speech and language defects among the mentally handicapped. Also reviewed is research on the effects of various factors such as institutionalization on speech and language performance. Also reviewed is the application of hearing tests to retarded children. Compared are speech and language therapy programs, and recommended are guidelines for the therapeutic management of the mentally retarded such as emphasis on overlearning through repetition and review and development of a positive attitude toward communication. (DB)

ABSTRACT 475

EC 06 0475 ED N.A.
Publ. Date Oct 73 17p.

Pannbacker, Mary

Speech Therapy for Cleft Palate Speakers.

EDRS not available

Language, Speech and Hearing Services in Schools; V4 N4 P157-7; Oct 1973

Descriptors: exceptional child education; speech handicapped; cleft palate; speech therapy; articulation (speech); voice disorders; language tests; verbal ability

Reviewed are speech therapy considerations and procedures for children who are cleft palate speakers. It is maintained that in some situations therapeutic procedures are useful for children with functional articulation and voice problems. Recommended for individuals who have inadequate velopharyngeal valving or who have failed to achieve adequate speech following therapy are either secondary surgical intervention or prosthetic management. Included are tables giving major approaches to articulation therapy, features and diagnostic implications of velopharyngeal closure, selected tests for language screening, and measures of verbal output. (MC)

ABSTRACT 688

EC 06 0689 ED N.A.
Publ. Date 73 466p.

Anderson, Virgil A. Newby, Hayes A.
Improving the Child's Speech.
EDRS not available
Oxford University Press, 200 Madison Avenue, New York, New York 10016 (\$8.95).

Descriptors: exceptional child education; speech handicapped; stuttering; voice disorders; aurally handicapped; hard of hearing; parent role; teachers; articulation (speech); speech improvement; language development

Intended for parents and regular teachers, the text provides general principles and procedures for the improvement of common speech handicaps in children. Speech improvement is seen to be an educational problem which can be integrated into regular curriculum activities. Included in the chapter on the recognition of speech disabilities is a speech analysis rating chart, discussion, a chart of the phonetic symbols for American Speech speech sounds, and simple screening tests. Reviewed is the normal development of speech and language from birth to the primary grades. A chapter is given to the nature, causes, and treatment of delayed speech and language in young children. A long chapter focuses on articulation disorders, in terms of causes (physiological and environmental), general training procedures such as making the child aware of his problem, special techniques and devices such as procedures to insure motivation, training materials and techniques, and drills and exercises for general articulatory competence and specific defects. Examined are both foreign and deviant American dialects. Nasal speech is discussed in terms of types of nasality and appropriate exercises. Noted are physical and psychological causes of various voice disorders such as juvenile voice changes at puberty. Stressed is the importance of positive relationship between defective speech and social or psychological adjustment problems. The development of stuttering is reviewed,

and guidelines for the teacher and parent of the stuttering child are given. A chapter is given to the relationship of hearing impairment to speech handicaps. The final chapter focuses on ways to integrate speech and language training into the regular school curriculum. Appended is a test to determine ability to discriminate sounds at various frequency levels. (DB)

ABSTRACT 943

EC 06 0943 ED 085 955
Publ. Date Oct 73 414p.
Trudeau, Elaine, Ed.; Bolick, Nancy, Ed.

Digest of State Laws and Regulations for School Language, Speech, and Hearing Problems.

State-Federal Information Clearing House for Exceptional Children, Arlington, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf,hc
OEG 0-9-302169 - 4324 (607)

Descriptors: exceptional child education; speech handicapped; aurally handicapped; state legislation; equal education; language handicapped; legal responsibility; civil rights; demography; identification; administrator role; educational planning; financial support; administrative organization; professional personnel; teachers; facilities

Summarized in the digest are state laws and regulations relating to educational programs for children with speech, hearing and language problems. It is recommended that the digest be used in conjunction with model regulations developed by the American Speech and Hearing Association to serve the following purposes: to facilitate better understanding of legal language and the structure governing education of speech, hearing, and language handicapped children in each state; to serve as a basic reference for individuals seeking alternative legal patterns or conducting related research; and to provide a means for states to evaluate and compare their statutes and regulations with statutes and regulations in other states. Given is a descriptive overview of information within 11 subject categories such as legislation in Massachusetts (under the policy component within the right to an education category) to remedy past inadequacies and inequities in special education delivery. Data for each state are organized in terms of the following 11 subject categories: right to an education; population; identification; assessment and placement; administrative responsibility; planning; finance; administrative structure and organization; services; private education; personnel; and facilities. Users are advised that constant change of legal bases for serving handicapped children may result in some differences between the verified digest content and newly changed statutes. (MC)

ABSTRACT 1145

EC 06 1145 ED N.A.
Publ. Date 70 45p.
Ahr, A. Edward, Ed.

Speech Therapy: Illustrative Behavioral Objectives, Methods, Evaluation Techniques.

EDRS not available
Priority Innovations, Inc., P. O. Box 792, Skokie, Illinois 60076 (\$2.50)

Descriptors: exceptional child education; speech handicapped; stuttering; voice disorders; language handicapped; speech therapy; articulation (speech); perceptive language; receptive language; expressive language; behavioral objectives; teaching methods; evaluation

Presented in the booklet for speech therapists are illustrative and specific behavioral objectives, methods, and evaluation techniques for five categories of speech and language problems. Categories covered include articulation; voice quality, rate, loudness, and pitch; receptive language; expressive language; and stuttering. Given as an example of a terminal objective is production by the child of speech sounds in a way that does not interfere with communication, which the child achieves by producing a phoneme correctly in isolation. The clinician is said to see and hear the child produce the phoneme, and to record progress for evaluation; and to employ therapeutic methods such as stating feedback in positive phrases to help the child attain the terminal objective. (MC)

ABSTRACT 1203

EC 06 1203 ED 087 167
Publ. Date 15 Oct 71 54p.
Kelley, Clare A.
Suggested Outline for Auditory Perception Training.
EDRS mf,hc

Descriptors: exceptional child education; language handicapped; primary grades; auditory training; screening tests; learning disabilities; speech handicapped; kindergarten; speech therapy; auditory tests; individual activities

Presented are suggestions for speech therapists to use in auditory perception training and screening of language handicapped children in kindergarten through grade 3. Directions are given for using the program, which is based on games. Each component is presented in terms of purpose, materials, a description of the game, and directions for increase of difficulty or complexity. Presentation is in the following sequence: attending to sound through awareness of silence versus sound, awareness of surrounding sounds, and concept building; localizing sound in all geometric coordinates and through interrelationships of distance and direction; identifying and discriminating nonspeech sounds through increased attention span and more complex receptions; increasing auditory memory through temporal order sequencing, increased processing of an oral message, and development of figure-ground skills; and focusing on sound as a response through development of correct and spontaneous language flow, internalization of sentence plans (through play experiences and pictures), and organization and formalization. Given for kindergarten through grade 3 are auditory discrimination, auditory memory, and auditory

figure-ground screening procedures. An example of a game used in identification of non-vocal sounds is the progressive moving of a toy animal on a board (like a checkerboard) each time the child imitates the animal's sound correctly. (MC)

ABSTRACT 1376

EC 06 1376 ED 088 259
 Publ. Date 75 52p.
 McDowell, Thomas, Comp.; Sharbaugh, Marilyn, Comp.
A Program of Behavioral Objectives for the Students.
 Pinellas County Public Schools, Fla. Div. of Clinical Speech, Hearing, and Language Instruction.
 EDRS mf, hc

Descriptor: exceptional child education; speech handicapped; speech therapy; behavioral objectives; teaching guides; stuttering; voice disorders; early childhood; childhood; articulation (speech)

Provided is a program of behavioral objectives for use with speech handicapped preschool and elementary level children in the areas of articulation disorders, language disorders, stuttering, tongue thrust, and voice. Communication disorders are defined as substandard behaviors which interfere with the student's ability to perform acceptably for his age and ability level. Given is an accountability plan form for recording student status and testing results before and after remediation. Listed for the area of articulation are general and specific objectives (with quantitative criteria to be individually determined) for the speech mechanism, identification and discrimination of gross sounds, isolated sound level, syllable level, and sentence level as well as appropriate instructional materials and methods. The section on language disorders lists usual developmental milestones from 6 months through 6 years of age as well as behavioral objectives for improvement in auditory memory, social maturity, phonics, visual memory, and likenesses and differences. Stuttering therapy is seen to focus on objectives such as self evaluation by the stutterer. Offered for tongue thrust therapy in addition to the listing of objectives, materials, and methods is a booklet of tongue thrust exercises for home practice. Objectives to improve pitch, intensity, and voice quality are suggested for the area of voice therapy. Also included are a form for objective writing by clinicians and an evaluation form. (DB)

ABSTRACT 1393

EC 06 1393 ED 089 480
 Publ. Date 73-74 49p.
Standards and Guidelines for Comprehensive Language, Speech and Hearing Problems in the Schools.
 American Speech and Hearing Association, Washington, D. C.
 Bureau of Education of the Handicapped (DHEW/OE) Washington, D. C. Div. of Research.
 EDRS mf, hc

Descriptors: exceptional child education; language handicapped; program development; guidelines; standards; speech

handicapped; aurally handicapped; communication skills; school districts; administrators; speech therapists; learning disabilities

Provided are standards and guidelines to be used in planning, evaluating, and accrediting school language, speech, and hearing (LSH) services. Recent research and refined clinical procedures are said to aid LSH specialists in identifying children with auditory/language disorders leading to learning disabilities as well as children with articulation, voice, and fluency problems. Noted is cooperation of over 4000 professionals with the American Speech and Hearing Association (ASHA) for developing the standards and guidelines. Explained is use of standards as a criterion reference in program evaluation, and use of guidelines to determine whether the standard can be met. Outlined is a plan for delivering services along a continuum ranging from severe communicative disorders found in some children to common needs for communication skills competencies of all children. Specified are the standard and guidelines for each of the following program aspects: goals and objectives; the continuum of school clinical services, covering student eligibility and communication disorders; administrative responsibility; program supervision; program staff; identification and diagnostic procedures; program service and scheduling models, such as the diagnostic/educational team and parent/infant services; data systems/records/and reports; physical plant and equipment; and research. Included in appendixes is information on staff-pupil ratios, aspects of accreditation, ASHA requirements for the clinical competence certificate, and the ASHA code of ethics. (MC)

ABSTRACT 1646

EC 06 1646 ED N.A.
 Publ. Date Apr 74 8p.
 Marimont, Rosalind B.
How Can the Deaf Learn to Speak?
 Volta Review; V76 N4 P223-30 Apr 1974

Descriptors: exceptional child education; deaf; communication skills; speech therapy; auditory training; aurally handicapped; oral communication; aural learning; language development; hearing aids; interdisciplinary approach

Examined are aspects of speech training that are crucial to attainment of understandable speech by the congenitally deaf, and the optimum time for auditory training. Questioned is how aspects of spoken language such as meaning, syntax, rhythm, and articulation contribute to comprehensibility of speech, and suggested is more knowledge about speech acquisition in the hearing child for improvement of teaching methods for the hearing impaired. Questioned in relation to the auditory approach are issues such as whether properly designed hearing aids for infants cause deterioration of residual hearing, and whether there is an upper age limit for profitable speech training. Urged is interdisciplinary cooperation among fields such as linguistics and electronic communication technology for answers to the questions posed. (Author/MC)

ABSTRACT 2090

EC 06 2090 ED N.A.
 Publ. Date 74 333p.
 Emerick, Lon L.; Hatten, John T.
Diagnosis and Evaluation in Speech Pathology.
 Prentice-Hall, Inc., Englewood Cliffs, New Jersey (\$10.95).

Descriptors: exceptional child services; speech handicapped; speech pathology; diagnostic tests; clinical diagnosis; interviews; testing; language handicaps; evaluation criteria; articulation (speech); stuttering; aphasia; voice disorders

The authors discuss diagnostic and evaluative activities of speech clinicians in terms intended to be intelligible to a lay reader. Diagnosis is defined and a goal-oriented approach to implementing diagnosis is recommended. Examined are aspects of the interviewing process, including its importance, its nature, common problems and approaches, and ways of improving interviewing skills. A section on clinical examinations and testing procedures covers the selection of tests, dangers in testing, prognosis, some tests and examination procedures common to many diagnostic undertakings, and precepts regarding the clinical examination. A theoretical framework, guiding principles, and issues in the diagnosis of oral language disorders are presented to explain the diagnosis of language disorders in children. Articulation disorders are discussed in terms of testing procedures, additional evaluational activities, and prognosis. Noted are separate evaluation procedures for school age stutterers, adult stutterers, and stutterers who are treated at the onset of stuttering behavior. The assessment of aphasia in adults is explained in relation to differential diagnosis, incidence and etiology, an example, and prognostic considerations. The diagnostic format to be used in treating voice disorders is examined, along with techniques specific to a laryngectomy and persons with a cleft palate. The format, style, and writing process of a diagnostic report are described. Each chapter contains a projects and questions section to aid the reader in assessing his comprehension and a bibliography. (GW)

ABSTRACT 2091

EC 06 2091 ED N.A.
 Publ. Date 74 277p.
 Lee, Laura L.
Developing Sentence Analysis; A Grammatical Assessment Procedure for Speech and Language Clinicians.
 Northwestern University Press, 1735 Benson Avenue, Evanston, Illinois 60201 (\$13.50).

Descriptors: exceptional child services; speech handicapped; learning disabilities; language handicapped; clinical diagnosis; sentence structure; language development; evaluation criteria; Developmental Sentence Analysis

Developmental Sentence Analysis (DSA) is explained as a grammatical assessment procedure useful to speech and language clinicians. DSA is defined as a method, constructed upon developmental stages of language acquisition, for making a detailed, readily quantified and scored

evaluation of a child's use of standard English grammatical rules from a tape recorded sample of his spontaneous speech in conversation with his clinician. Separate chapters treat the following subjects: background information on grammatical structure; instructions for taking a representative language sample from a clinical child; evaluation of pre-sentence structures by means of the Developmental Sentence Types classification; quantification of grammatical structure within sentences by means of the Developmental Sentence Scoring technique; establishment of appropriate teaching goals by means of DSA (case studies are presented to illustrate goal setting); comparison of DSA with R. Brown's developmental stages in the acquisition of a first language; and statistical findings on various aspects of the DSA technique, such as differences in the development of syntax in male and female children. (GW)

ABSTRACT 2344

EC 06 2344 ED N.A.
Publ. Date Sum 74 7p.
Trvetkova, L. S.
A Consideration of Basic Approaches to the Diagnosis of Children with Speech Defects.
Journal of Special Education; V8 N2 P179-85 Sum 1974

Descriptors: exceptional child education; speech handicapped; evaluation methods; neurology; visual perception; diagnostic tests; perceptual development

Problems in the education of children with underdeveloped speech are discussed. A differentiated approach to a language defect and to methods of remediation it is proposed. A careful neuropsychological examination of the higher cortical psychological functions of a child is recommended to determine the main factor of a defect at every stage of a child's evaluation. Information concerning ontogenetic development is said to reveal the important role played by the perceptual process of any modality in the development of speech. It is suggested that the education of children with underdeveloped speech should therefore begin with an evaluation of the bases of speech: visual, spatial, tactile, or other kinds of perception; visual memory; and representation. An experimental study is described that investigated visual memory and constancy of visual images in normal children and in children with underdeveloped speech. The results reportedly revealed inertia of visual perception and underdeveloped visual memory in children with pathological speech. On the basis of these findings the author suggests methods of education which will enable the child to develop a constancy of visual perception and an ability to differentiate visual image. The sequence of neuropsychological examination is described. (Author)

ABSTRACT 2443

EC 06 2443 ED N.A.
Publ. Date 74 520p.
Dickson, Stanley, Ed.
Communication Disorders: Remedial Principles and Practices.

Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025 (\$9.95).

Descriptors: exceptional child services; speech handicapped; cleft palate; aurally handicapped; physically handicapped; cerebral palsy; communication problems; remedial instruction; theories; therapy; diagnostic tests; evaluation methods; language instruction; voice disorders; stuttering; aphasia; articulation (speech); speech therapy

Nine entries on communication disorders discuss diagnostic principles and procedures, language remediation in children, voice remediation and laryngeal speech, communication therapy for problems associated with cleft palate or with cerebral palsy, aphasia rehabilitation and remediation of the hearing impaired. The elements of diagnosis are identified, and diagnostic procedures for language disorders, articulation disorders, stuttering, phonatory disorders, and hearing impairment are explained through discussions of case studies, objective and semiobjective instruments, and informal observation and selected tasks. Normal language development, disorders and deviations, evaluation principles and procedures, and principles and methods of language remediation are related to language remediation in children. Presented are theories of functional articulation disorders, research on the development of articulation difficulties, and a review of remediation approaches. The relation between stuttering and learning, and the remediation of stuttering considered as a classically conditioned emotional response or as an instrumentally conditioned coping response are explained. Voice remediation is discussed in relation to laryngeal phonation disorders and laryngeal phonation. Examined are communication problems associated with cleft palate speech, diagnosis of cleft palate speech, principles of communication remediation, and remedial practices. Variables related to language development and speech production in cerebral palsied individuals are explained together with pertinent diagnostic and habilitation techniques. Aphasia rehabilitation is treated in discussions of the aphasic population, theories of aphasia rehabilitation, evaluative procedures for aphasia, and H. Schuell's aphasia therapy. The following issues in remediation of the hearing impaired are covered: hearing and hearing loss; principles and practices of auditory remediation for the young child, the preschool child, the school age child, and children ready for advanced auditory training; and remedial principles and practices for deaf children. (GW)

ABSTRACT 2772

EC 06 2772 ED N.A.
Publ. Date Feb 74 14p.
Fluharty, Nancy Buono
The Design and Standardization of a Speech and Language Screening Test for Use with Preschool Children.
Journal of Speech and Hearing Disorders; V39 N1 P75-88 Feb 1974

Descriptors: exceptional child education; language handicapped; speech handicapped; screening tests; preschool chil-

dren; learning disabilities; preschool evaluation; test construction; test reliability; test validity

The paper describes the design and preliminary standardization of a speech and language screening test for use with 3- to 5-year-old children. The test design is reported to follow the transformation-generative grammar model and to be based on developmental studies of speech and language acquisition. (Author)

ABSTRACT 95

EC 07 0095 ED 096 798
Publ. Date 96p.
Cole, Robert and Others
Language and Speech Improvement for Kindergarten and First Grade: A Supplementary Handbook.
Hillsborough County Public Schools, Tampa, Fla. Dept. of Exceptional Child Education.
EDRS mf/hc

Descriptors: exceptional child education; speech improvement; early childhood; language development; instructional materials; speech handicapped; kindergarten; primary grades; teaching guides; language programs; class activities; teaching methods;

The 16-unit language and speech improvement handbook for kindergarten and first grade students contains an introductory section which includes a discussion of the child's developmental speech and language characteristics, a sound development chart, a speech and hearing language screening test, the Henja articulation test, and a general outline of daily goals and activities. The 16 teaching units are organized around speech sounds that are most likely to be defective (such as s, f, r and th) and include activities selected to achieve language goals (such as association of the sound with an animal or familiar object, listening for the sound in a story, using pictures which require children to discriminate between sounds, and games and fingerplays which necessitate utilization of the correct sound). Many instructional materials are provided within the handbook, including sketches, puppet patterns and stories about Koko the Koala Bear and Sharon and the Seashell. An appendix lists supplementary materials such as books, activity kits, film-strips, records and picture cards. (LH)

ABSTRACT 2531

EC 07 2531 ED N.A.
Publ. Date Apr 75 11p.
Costello, Janis
Articulation Instruction Based on Distinctive Features Theory.
Language, Speech and Hearing Services in Schools; V6 N2 P61-71 Apr 1975

Descriptors: articulation (speech); speech therapy; measurement techniques; phonetics; exceptional child education; speech handicapped; speech evaluation;

Advocated is a system of articulation instruction based on choosing a distinctive feature, as opposed to a single phoneme, as the remediation target, and outlined are measurement steps for the

selection of target phonemes for treatment. (LS)

ABSTRACT 3026

EC 07 3026 ED 107089
Publ. Date 75 8p.
Fox, Donna Russell; Blechman, Mark
Clinical Management of Voice Disorders.
Houston University, Texas.
Cliffs Notes, Inc., Post Office Box 80728,
Lincoln, Nebraska 68501 (\$1.95)
Cliffs Speech and Hearing Series

Descriptors: voice disorders; speech therapy; speech evaluation; teaching methods; etiology; exceptional child education; speech handicapped; evaluation methods; identification; guidelines; self evaluation;

Presented for the practicing speech clinician is a guide for appropriate management of voice disorders. The value of a clinician's awareness of vocal dysfunction is stressed, and various techniques (such as indirect laryngoscopy) used in laryngeal examinations are described briefly. A chapter on procedures for evaluation and quantification of voice disorders includes a complete voice patient case history form; guidelines for evaluating pitch, loudness, quality, and time; and a discussion of various etiological factors (such as vocal nodules and endocrine dysfunction) which can cause vocal dysfunction. Provided in a chapter on the therapeutic process are brief descriptions of medical and psychological treatments, specific listening techniques for helping the patient identify his problem, and guidelines and materials for implementing change in pitch, loudness, quality, and time. (LS)

ABSTRACT 3299

EC 07 3299 ED N. A.
Publ. Date Aug 75 5p.
Kulig, Sharon G.
Screening for Speech and Language Disorders: A Training Program for Physicians and Allied Health Professionals.
Journal of the American Speech and Hearing Association; V17 N8 P507-511

Descriptors: exceptional child services; speech handicapped; infancy; early childhood; screening tests; test reliability; test construction; health personnel; instructional materials;

The creation of a specially designed self instructional package resulted in the development of a screening test of speech and language sufficiently economical in administration time to be employed by physicians and allied health professionals as a routine health maintenance procedure. Students at the University of Texas Medical Branch at Galveston were taught to screen children (6 months to 6 years) for speech and language disorders with 90% accuracy. The multi media instructional package includes the Physician's Developmental Quick Screen for Speech Disorders (PDQ), a programmed test (Screening for Speech Disorders in Pediatric Practice), and a videotape cassette. The PDQ, for which the average administration time is 5 minutes, comprises 10 age graded PDQ test forms that

are self instructional for administration and scoring, and parent counseling materials. (GW)

ABSTRACT 3568

EC 07 3558 ED 112535
Publ. Date 75 200p.
Lynch, Elizabeth; Ross, Jeanne
Speech Improvement for the Trainable Retarded: A Manual for the Classroom Teacher. Revised Edition.
National Center on Educational Media and Materials For The Handicapped, Columbus, Ohio.
EDRS mf;
Publications Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$5.85/ Set).
The manual includes a speech improvement activity book.

Descriptors: trainable mentally handicapped; teaching guides; speech skills; language development; class activities; exceptional child education; mentally handicapped; elementary education; articulation (speech);

Presented are 39 lessons and student worksheets designed to help the classroom teacher improve the speech skills of trainable retarded elementary school children. It is explained that the lessons and corresponding activity sheets focus on auditory discrimination, speech sounds, and sentence patterns. Lessons are sequenced and usually contain a review, several activity suggestions, an assignment, and a list of materials. Speech sounds are presented in a developmental pattern beginning with the easiest, and are incorporated in whole words and sentences. The format of the activity coloring book is said to lend itself to easy copying for classroom use. (CL)

ABSTRACT 3751

EC 07 3751 ED 112564
Publ. Date Nov 70 63p.
Hayek, Robert A.
A Sequence for Helping Children Having Mild to Moderate Functional Articulation Problems.
EDRS mf;hc

Descriptors: articulation (speech); speech therapy; teaching methods; sequential learning; teaching guides; exceptional child education; speech handicapped; elementary education; auditory training; nonprofessional personnel; individual activities;

Presented are specific sequential procedures for use by paraprofessionals in correcting children's mild to moderate articulation problems. The sequence consists of eight activities to prepare the child for the program, five steps in the area of ear training, and ten steps to teach speech production. Activities and minimum teaching times are suggested for ear training goals such as learning sound position in words and production goals such as producing the sound correctly in syllables. Instructional materials provided include pictures associated with the sounds being worked on, and pictures to be colored or completed (connect-a-dot) by the child as a reward for correct responses. (LS)

RESEARCH

ABSTRACT 1853

EC 501 106 ED N.A.
Publ. Date Feb 70 9p.
Ringel, Robert L. And Others
Some Relations Between Orosensory Discrimination and Articulatory Aspects of Speech Production.
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N1 P3-11 Feb 1970

Descriptors: exceptional child research; speech handicapped; articulation (speech); sensory experience; tactile perception; sensory training; speech evaluation

A new test of oral form discrimination was used with 60 children with disorders of articulation. Subjects were required to decide whether two successively presented forms were the same or different by holding them in their mouths. Subjects with articulatory defects made more errors than controls with normal speech patterns. With two exceptions, significant differences were found to support the interpretation that discrimination errors increased as a function of severity of articulation. Additional conclusions regarding within and between class comparisons are presented. (RJ)

ABSTRACT 2158

EC 501 190 ED N.A.
Publ. Date May 70 9p.
Thomas, Ian B.; Snell, Ronald C.
Articulation Training through Visual Speech Patterns.
EDRS not available
Volta Review; V72 N5 P310-8 May 1970

Descriptors: exceptional child research; aurally handicapped; articulation (speech); speech therapy; teaching methods; auditory perception; visual stimuli

The testing and evaluation of a machine which provides a real-time visual display of first versus second formant frequencies is described. In a pilot test, hearing subjects were trained to identify visual patterns corresponding to 20 monosyllabic English words enunciated by a male speaker. An average identification score of 97% was obtained by five subjects after a training period of less than one hour. Subsequently, three profoundly deaf male subjects attempted, during training periods of two or three hours, to match visual patterns corresponding to 16 correctly articulated monosyllabic English words. The intelligibility of the words spoken by the deaf subjects after training was found to be considerably higher than the intelligibility of the same words recorded prior to training. (Author)

ABSTRACT 3175

EC 006 240 ED N.A.
Publ. Date 70 6p.
Klaff, Murray
Methods and Materials for Developmental Therapy.
EDRS not available
Optometric Weekly; V61 N24 P23-8 Jun 1970

Descriptors: exceptional child research; grade 1; grade 2; speech therapy; speech handicapped; articulation (speech); public schools; hearing therapy; grouping (instructional purposes); research needs; subprofessionals; audition (physiology)

Designed to investigate a method of grouping first and second grade children in speech and hearing therapy programs, the study also attempted to determine the prevalence of factors (auditory skills and swallowing behavior) associated with articulatory ability in the children. The experimental group of 255 children who had made articulation errors on a screening test were grouped into six therapy groups on the basis of five measures of articulation, vocabulary, auditory skills, and swallowing. Control group numbered 255 children. Therapy was provided by graduate students in speech and hearing pathology and certified speech clinicians. Results showed experimental sample in five groups had greater positive mean gain on articulation scores than did control sample. Of 12 variables studied, only three did not achieve statistically significant mean gain by the experimental sample in any of the six groups. Results tended to show that auditory inefficiencies were frequently associated with articulation disorders. No significant relationships were found between swallowing and articulation scores. Experimental samples handled by preprofessionals showed statistically significant gain in five of the 12 measures. The relationship of auditory inefficiencies and classroom achievement should be investigated. Additional findings and questions for study are included. (MS)

ABSTRACT 3338

EC 501 261 ED N.A.
Publ. Date 70 7p.
Weber, Jack L.
Patterning of Deviant Articulation Behavior.
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N2 P135-41 May 1970
Paper Presented At The New York State Speech And Hearing Association Convention (May, 1969).

Descriptors: exceptional child research; speech handicapped; articulation (speech); linguistic patterns; phonologic units; phonetic transcription; auditory discrimination; speech therapy

The phonologic behavior of 18 subjects was studied to discover patterns of deviant articulation. The subjects all had normal oro-motor structures, normal hearing acuity, a record of at least 20 errors on the 50-item Templin-Darley Screening Test for Articulation, and were between the ages of 5 and 10. At least one deviant phonologic pattern, (defined as occurring when one or more relationships are discovered between phonemes that have at least one major articulation feature in common) was found for each subject, with most subjects exhibiting either two or three. No two subjects exhibited exactly the same patterns. Rather than the traditional

approach to speech therapy, treatment was based on two principles: an entire pattern or articulation category was taught at once instead of one sound at a time, and the child was taught to consciously contrast the incorrect feature with the correct feature throughout all stages of therapy. (Author/GD)

ABSTRACT 3373

EC 006 286 ED N.A.
Publ. Date 70 13p.
Sommers, Ronald K. And Others
Factors in the Effectiveness of Articulation Therapy with Educable Retarded Children.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
OEG-1-7-07342-3544
Journal Of Speech And Hearing Research; V13 N2 P304-16 Jun 1970
Paper Presented At The National Convention Of The American Speech And Hearing Association (44th, Denver, Colorado, November 1968).

Descriptors: exceptional child research; speech handicapped; educable mentally handicapped; articulation (speech); speech therapy; mentally handicapped; phonemes

Articulation therapy was administered to 120 mentally handicapped subjects. Subjects were examined on two articulation tasks. One task was a version of the Carter/Buck Prognostic Speech Test, and the other a picture version of McDonald's deep test of articulation. Subjects with both poor and good prognostic scores and moderate and severe degrees of articulatory defectiveness were selected. They were randomly assigned to a control group of subjects receiving no speech therapy, an experimental group of 60 subjects receiving one period of group articulation therapy weekly, or an experimental group of 60 subjects receiving four such periods weekly. Subjects who received group articulation therapy four times per week during the experimental period significantly improved their articulation as measured on a picture deep test when compared with control group subjects. Subjects receiving group articulation therapy once weekly during the experimental period were not significantly improved compared with control group subjects. Significant differences between groups were not found on an imitative sentence articulation test. (Author)

ABSTRACT 3442

EC 005 522 ED 041 412
Publ. Date Jan 70 88p.
Girardeau, Frederic L., Ed.; Spradlin, Joseph E., Ed.
A Functional Analysis Approach to Speech and Language. ASHA Monographs, Number 14.
American Speech And Hearing Association, Washington, D. C.
EDRS mf01
ASHA Monographs, American Speech And Hearing Association, 9030 Old

Georgetown Road, Washington, D. C. 20014 (\$4.00).

Descriptors: exceptional child research; speech handicapped; speech therapy; operant conditioning; aurally handicapped; reinforcement; television; articulation (speech); minimally; brain injured; behavior change; speech pathology

Theory and laboratory research in operant behavior are applied to clinical practice in speech pathology. Introductory material summarizes the principles of operant conditioning as related to speech therapy. Clinical application is presented in the following areas: reinforcing properties of a television presented listener; reduction of reading and speaking rates; stimulus control of phoneme articulation; increase of functional speech by a brain-injured child; establishing and maintaining echoic speech by a nonverbal child; and deceleration of inappropriate vocal behavior by a hard of hearing child. A concluding chapter deals with implications of a functional approach to speech pathology and audiology. (JB)

ABSTRACT 3575

EC 006 160 ED 042 308
Publ. Date May 70 97p.
Bell, Dorothy Mays; Sanders, Edwina
An Investigation of an Individualized Approach to Evaluating, Grouping, and Planning Therapy for Children with Functional Articulation Problems in the First and Second Grades in a Public School System. Final Report.

Texas Christian University, Fort Worth; Fort Worth Independent School District, Texas

Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-7-9-530035-0093(010)
BR-9-G-035

Descriptors: exceptional child research; speech handicapped; articulation (speech); speech therapy; grouping (instructional purposes); auditory perception; elementary school students

A study was conducted to investigate methods of grouping children in grades 1 and 2 in a speech and hearing therapy program, and to determine the prevalence of certain auditory skills and deviant swallowing behavior associated with articulation problems. A screening test of articulation identified 255 control and 255 experimental subjects. A test battery was administered, on the basis of which six therapy groups were formed. Statistical analysis of data collected from a later administration of tests showed the grouping of children with articulation problems, and the use of pre-professionals (graduate students in speech and hearing pathology) to be effective procedures. Five of the groups achieved mean gain of articulation scores greater than that of the control groups. Of the 12 variables studied, nine achieved significant gain by the experimental samples in any group. Association of auditory deviations with articulation problems was confirmed, but de-

viant swallowing behavior was not a factor. (KW)

ABSTRACT 774

EC 03 0774 ED N.A.
Publ. Date Nov 70 6p.
Holbrook, Anthony; Crawford, Gladys H.

Modifications of Vocal Frequency and Intensity in the Speech of the Deaf.

EDRS not available

Volta Review; V72 N8 P492-7 Nov 1970

Descriptors: exceptional child research; aurally handicapped; voice disorders; operant conditioning; electronic equipment; conditioned response; speech therapy

The purpose of the research was to improve vocal performance of deaf subjects within an operant conditioning paradigm with the use of the apparatus FLORIDA (Frequency Lowering or Raising Intensity Determining Apparatus). Four deaf subjects, 28 to 48 years old, were selected on the basis of poor voice control of fundamental vocal frequency and intensity. General procedures used included phases of Baseline, Conditioning, Extinction and Reinstatement. The operation of FLORIDA and procedures used are described. The experimental period consisted of eight four-minute trials daily, four days weekly for seven weeks. All four subjects succeeded in modifying their vocal pitch and the behavioral changes appeared to be fairly permanent. It is suggested that a field trial of this method and apparatus would be appropriate in classes for deaf children. (GD)

ABSTRACT 1198

EC 03 1198 ED N.A.
Publ. Date Nov 70 25p.

Compton, Arthur J.
Generative Studies of Children's Phonological Disorders.

EDRS not available

Journal Of Speech And Hearing Disorders; V35 N4 P315-39 Nov 1970

Presented In Part At The National Convention Of The American Speech And Hearing Association (44th, Denver, November, 1968).

Descriptors: exceptional child research; speech handicapped; articulation (speech); phonemes; speech therapy; phonology; phonetics; speech evaluation; speech habits

The purpose of the study was to illustrate that the defective sounds of speech characterizing an articulatory disorder are part of a coherent and productive system organized by means of phonological principles, and failure to recognize these organizing principles leads to hit and miss therapy which may be ineffectual and may even cause new misarticulations. Phonological analyses of two children, ages 6 and 4 1/2 years, with 70-80% unintelligible speech are presented, which demonstrate their errors to be systematic against their own grammars, and which show that their misarticulations stem from a relatively small number of underlying phonological

principles producing a larger number of actual deviant phonetic forms. These principles, defined in the study, are hypothesized to make up most of children's articulatory disorders. Therapy methods are discussed, and an experimental test confirming the validity and applicability of such grammatical formulations is reported. (Author/GD)

ABSTRACT 1843

EC 03 1943 ED N.A.
Publ. Date Mar 71 10p.

Ling, Daniel; Maretic, Hermine
Frequency Transposition in the Teaching of Speech to Deaf Children.

EDRS not available

Journal of Speech and Hearing Research; V14 N1 P37-46 Mar 1971

Descriptors: exceptional child research; aurally handicapped; speech therapy; audio equipment; auditory perception; articulation (speech); frequency transposition

Conventional (linear) amplification supplemented with frequency transposition was compared with conventional amplification alone in teaching speech to 18 severely deaf children, aged 7-11 years. Subjects were each given ten hours training in the articulation of 64 CV syllables. Six were trained with conventional amplification to both ears (CL plus CR), six with conventional amplification to the left ear and transposition to the right (CL plus TR), and the remaining six under the reverse condition, (CR plus TL). All subjects made significant gains in correctly reproducing both consonants and vowels under all three conditions of amplification, not simply the one employed in training. Vowels were more frequently confused under the two transposition conditions. Results indicated a significant left-ear preference for vowels. Similar confusions of consonant features occurred under each amplification condition. Conventional amplification supplemented with transposition was not found to be superior to conventional amplification alone as an aid in articulation training. (Author)

ABSTRACT 2275

EC 03 2275 ED N.A.
Publ. Date May 71 6p.

Goldman, Ronald; Dixon, Sarah D.
The Relationship of Vocal-Phonic and Articulatory Abilities.

EDRS not available

Journal of Learning Disabilities; V4 N5 P251-6 May 1971

Descriptors: exceptional child research; speech handicapped; articulation (speech); phonetics; speech skills

To clarify the importance of certain vocal-phonetic skills in the development of speech and language, the study was designed to determine whether preschool articulatory defective children differ from normal speaking children in one language skill--their ability to synthesize phonemic components into whole words. An experimental group of 17 preschool articulatory defective children were employed as subjects. Three different tests

of phonemic synthesis provided the basis for these comparisons: The Roswell-Chall Auditory Blending Test, The Auditory Test 2 from the Marion Monroe Reading Aptitude Test, and The Body Parts Test of Synthesis. The results of the investigation revealed that the control group demonstrated superior performance on all three tests of phonemic synthesis. It was also interesting to note the low correlations between the scores on the various tests. Implications of the results are discussed. (Author)

ABSTRACT 2281

EC 03 2281 ED N.A.
Publ. Date May 71 11p.
McReynolds, Leija V.; Huston, Kay
A Distinctive Feature Analysis of Children's Misarticulations.
EDRS not available
Journal of Speech and Hearing Disorders; V36 N2 P155-66 May 1971

Descriptors: exceptional child research; speech handicapped; articulation (speech); speech evaluation; linguistics; phonetics

The articulation of 10 children with severe misarticulations was subjected to a feature analysis. The 13 distinctive features of English phonology as proposed by Jakobson, Fant, and Halle (1952) and Chomsky and Halle (1968) were used for the study. Phonetic transcriptions of responses on the McDonald Deep Test of Articulation formed the basis for the analysis. Two sets of data were compiled: the children's feature systems in comparison to the English system and a traditional articulation evaluation of phoneme articulation. Results indicated that children's feature errors were consistent across phonemes which contained the feature. It was further determined that misarticulations can be only partially described as a function of absence of features. Many of the errors occurred in the way features were used in particular combinations or contexts by the children. Errors resulted when children applied rules for feature usage which were different from the phonological rules in English. It is suggested that a distinctive feature analysis may offer a more efficient approach to articulation training. (Author)

ABSTRACT 2495

EC 03 2495 ED N.A.
Publ. Date Jun 71 7p.
Leonard, Laurence B.; Webb, Clarence E.
An Automated Therapy Program for Articulatory Correction.
EDRS not available
Journal of Speech and Hearing Research; V14 N2 P338-44 Jun 1971

Descriptors: exceptional child research; speech handicapped; articulation (speech); speech therapy; teaching machines; positive reinforcement; feedback

An automated therapy program, which consisted of 10 half-hour sessions, was designed to establish appropriate production of seven speech sounds in isolation and in words. The apparatus employed

utilized tape-recorded material for stimuli and immediate playback to the child of his own correct response, made possible by integrating a delayed feedback (4 sec) device into the system, for reinforcement. A highly significant improvement occurred between the initial and final testing of the eight children who participated in the study. It was also found that there was significant carry-over of correct productions of the sounds taught into words not practiced, although performance on the actual practice words was significantly higher still. (Author)

ABSTRACT 2660

EC 03 2660 ED N.A.
Publ. Date Jul 71 7p.
Sibinga, Maarten S.; Friedman, C. Jack
Restraint and Speech.
EDRS not available
Pediatrics; V48 N1 P116-22 Jul 1971

Descriptors: exceptional child research; retarded speech development; speech handicapped; language development; sensory deprivation; hospitalized children; infancy; articulation (speech); etiology

The incidence of delay in language development and difficulties in speech articulation was determined in 71 children selected because of a history of prior physical immobilization. Ten children were referred for psychological evaluation after contact with a speech department, 44 presented with a variety of learning and behavioral difficulties, and 17 children were known through social contacts. Nine children were clearly brain damaged while 13 showed questionable evidence of brain damage. Language delay and speech articulation problems occurred in at least 55% of the children in the various groups. Young age (4.7 months) at the time of the initial restraint experience, but not the duration of the initial restraint experience, was positively related to the presence of language delay and articulation problems. It was concluded that interference with sensorimotor function not directly involved in receptive or expressive speech functions might well be implicated in language and speech disturbances. (Author)

ABSTRACT 2903

EC 03 2903 ED N.A.
Publ. Date Aug 71 7p.
Ryan, Bruce P.
A Study of the Effectiveness of the S-Pack Program in the Elimination of Frontal Lipping Behavior in Third-Grade Children.
EDRS not available
Journal of Speech and Hearing Disorders; V36 N3 P390-6 Aug 1971

Descriptors: exceptional child research; speech handicapped; speech therapy; programed instruction; articulation (speech); parent role; operant conditioning; S-Pack Program

The clinical study evaluated the effectiveness of the S-Pack Program in eliminating frontal lipping behavior. The subjects were 10 male and 8 female third-grade children with frontal lisps. Six cli-

nicians put them through the three-part establishment program. This was followed by a 15-day transfer program carried out by their parents. An articulation screening test (UOST), the Predictive Screening Test of Articulation (PSTA), and the Arizona Articulation Proficiency Scale (AAPS) administered before and after the program indicated significant improvement in /s/ production. An analysis of a sample of conversational speech taken at the end of the program revealed that 50% of the children demonstrated 90% or better /s/ productions. It was concluded that the S-Pack is an effective, efficient procedure for correcting frontal lisps. (Author)

ABSTRACT 3108

EC 03 3108 ED N.A.
Publ. Date Sep 71 9p.
Hull, Forrest M. and Others
The National Speech and Hearing Survey: Preliminary Results.
EDRS not available
ASHA; V13 N9 P501-9 Sep 1971

Descriptors: exceptional child research; aurally handicapped; speech handicapped; national surveys; incidence; statistical data

The preliminary results of the National Speech and Hearing Survey are reported in an article which first describes the method used to collect data on a random sample of 38,884 public school subjects. Discussions concern the testing environment, equipment, personnel (team members, training, and evaluator reliability), data collection procedures, and speech and hearing measures. Results were as follows: articulation performance improved as a function of increasing grade level, while almost without exception females were rated higher than males in each of the 12 grades; 66.4% of 38,802 subjects were judged to have acceptable articulation while only 2.0% were found to deviate extremely; there was a trend toward better hearing with increasing grade level, particularly in the first four to six grades; and very little difference was noted between ears as a function of either grade or sex except for males at 3000 and 4000 Hz where left-ear abnormalities were predominant. (RJ)

ABSTRACT 38

EC 04 0038 ED N.A.
Publ. Date Sep 71 14p.
Shriberg, Lawrence D.
The Effect of Examiner Social Behavior on Children's Articulation Test Performance.
EDRS not available
Journal of Speech and Hearing Research; V14 N3 P659-72 Sep 1971

Descriptors: exceptional child research; speech handicapped; articulation (speech); speech therapists; interpersonal relationship; attitudes; test reliability

Forty-eight first and second grade children with /r/ or /s/ errors met with an articulation examiner once a week for three consecutive weeks. During each session, the investigator role-played social behaviors of a supportive examiner

(S) or a nonsupportive examiner (N) (Relationship Segment) and then administered a Vocal Imitation Task and an Imitative Articulation Task (Testing Segment). Subjects were divided into four groups balanced by sex, error sound, grade, and therapy experience. The sequence of experimental conditions for each group was Group 1 (SSS); Group 2 (NNN); Group 3 (SNS); and Group 4 (NSN). Two questions were posed: Do supportive versus nonsupportive examiner social behaviors affect articulation performance? Do differences in examiner social behaviors affect children's test-retest reliability? No main or interaction effects for the type of examiner behaviors were obtained on either dependent variable. Comparison of the Pearson correlation coefficients for each group indicated that Group 1 obtained the highest temporal reliability, 0.92, while Groups 2, 3, and 4 obtained average coefficients of 0.67, 0.76, and 0.62, respectively. Clinical and theoretical implications of these data point to the value of using intensive designs for further study of interpersonal variables in the clinical process. (Author)

ABSTRACT 243

EC 04 0243 ED N.A.
Publ. Date Nov 71 1p.
Rives, Susan; Dasovich, Mary O.
Clearinghouse: Incidence of Examiners Reporting a Child's Awareness of His Speech Patterns.
EDRS not available
Exceptional Children; V32 N3 P266 Nov 1971

Descriptors: exceptional child research; speech handicapped; speech evaluation; student attitudes; emotional adjustment; speech therapists

Final copies of evaluation reports by speech pathologists were reviewed to note any written reports concerning a child's feelings about his speech. Selected at random were records of 90 children, ages 2-18, seen for speech and language evaluation. In only 32 reports was the child's response alluded to; in 11 of these instances children revealed their attitudes in informal conversation with the examiner, in 14 instances responses were gleaned through observation by the examiner, and in 7 reports the mother's comments during the interview were the source of the report of child response. A direct correlation was found between amount of academic training of clinician and percentage reporting child's awareness of speech problem. Seventy-one percent of the 7 examiners with doctoral degrees recorded child response, compared to 36% of the 66 examiners with masters degrees and 24% of the 17 examiners with bachelors degrees. (KW)

ABSTRACT 381

EC 04 0381 ED N.A.
Publ. Date Nov 71 20p.
Mowrer, D. E.
Transfer of Training in Articulation Therapy.
EDRS not available

Journal of Speech and Hearing Disorders; V36 N4 P427-46 Nov 1971

Descriptors: exceptional child research; speech handicapped; transfer of training; articulation (speech); research reviews (publications); speech therapy

The pertinent research findings relating to the transfer of training in articulation therapy are reviewed. These are discussed as they relate to five stages of articulation therapy: discrimination training, sounds in isolation, transfer among words, sentences, and spontaneous conversational speech. Two instructional procedures being used to maximize transfer of training are described: management of speaking situations outside the clinical setting and use of carefully sequenced instructional programs which are self-contained, requiring little or no outside management. The author concludes that if more effective research strategies are employed, it may be possible to pinpoint those variables speech clinicians can manipulate to further enhance transfer of training. (Author)

ABSTRACT 387

EC 04 0387 ED N.A.
Publ. Date Nov 71 10p.
McReynolds, Leija V.; Huston, Kay
Token Loss in Speech Imitation Training.
EDRS not available
Journal of Speech and Hearing Disorders; V36 N4 P486-95 Nov 1971

Descriptors: speech handicapped; speech therapy; reinforcement; negative reinforcement; behavior change

The use of tokens as positive reinforcers for correct responses and no consequences for incorrect responses was compared with the use of tokens contingent upon correct responses and loss of tokens contingent on incorrect responses. Two magnitudes of token gain to token loss were also compared: three tokens were given for a correct response and one token removed for an incorrect response; one token was given for a correct response and one was removed for an incorrect response. The subjects were a 6-year-old child with delayed language development and a 7-year-old with an articulation problem. Training items consisted of the verbal imitation of words. Results indicated that the no-token-loss condition was more effective in decreasing incorrect responses than either magnitude of token loss. Results of the two token-loss procedures indicated, however, that their effectiveness is partly determined by the ratio of tokens gained to tokens lost. It is concluded that token loss could be effective but that related variables should be carefully examined. (Author)

ABSTRACT 389

EC 04 0389 ED N.A.
Publ. Date Nov 71 7p.
McCroskey, Robert L.; Baird, Virginia Green
Parent Education in a Public School Program of Speech Therapy.
EDRS not available

Journal of Speech and Hearing Disorders; V36 N4 P499-505 Nov 1971

Descriptors: exceptional child research; speech handicapped; speech therapy; parent influence; parent education; articulation (speech); speech improvement

Forty second-grade children with functional articulatory speech problems who had normal hearing and intelligence were divided equally and randomly into experimental and control groups. Of those originally identified, 50% were still available for evaluation at the end of the school year. Recorded speech samples were obtained at the beginning and end of the experimental period; observers were trained and asked to judge the severity of the articulatory problem. The results suggested that where parents were randomly selected and caused to participate, there was no real effect upon the progress shown during therapy. Comments on procedures for conducting studies in public schools are included. (Author)

ABSTRACT 391

EC 04 0391 ED N.A.
Publ. Date Nov 71 7p.
Leonard, Lawrence B.
A Preliminary View of Information Theory and Articulatory Omissions.
EDRS not available
Journal of Speech and Hearing Disorders; V36 N4 P511-7 Nov 1971

Descriptors: exceptional child research; speech handicapped; information theory; speech therapy; articulation (speech); case studies

The paper presents a preliminary view of the clinical application of information theory. An analysis of a 6-year-old child demonstrating inconsistent omissions of /z/ revealed that the /z/ items the child uttered were associated with much information while the /z/ items the child omitted contributed little information. Rather than sequencing treatment from those tasks most easily performed by the child to more difficult tasks, this approach commenced by requiring the child to correctly utter sentences more difficult for a listener to comprehend, and proceeded to requiring him to correctly utter sentences much easier for the listener to comprehend. This approach was based on the assumption that it is the listeners in a child's environment who are, at least in part, responsible for the child's articulatory behavior. (Author)

ABSTRACT 611

EC 04 0611 ED N.A.
Publ. Date Dec 71 13p.
Willemain, Thomas Reed; Lee, Francis F.
Tactile Pitch Feedback for Deaf Speakers.
EDRS not available
Volta Review; V73 N9 P341-53 Dec 1971

Descriptors: exceptional child research; aurally handicapped; speech skills; speech improvement; electromechanical aids

Poor pitch control was said to decrease the intelligibility of deaf speech. Small

tactile pitch displays were shown to have the potential for supplying continuous corrective feedback for the improvement of the intonation patterns of deaf speakers. A simple pitch detector and tactile display proved effective in correcting a common intonation problem, indicating that work toward a wearable tactile aid was justified. A hypothesis was presented which explained the cause of the pitch problem and the success of the experimental system in terms of the need of the deaf speaker for voicing and frequency referents. (Author)

ABSTRACT 715

EC 04 0715 ED N.A.
Publ. Date Jan 72 6p.
Fudala, Janet Barker and Others
Utilization of Parents in a Speech Correction Program.
EDRS not available
Exceptional Children; V38 N5 P407-12 Jan 1972

Descriptors: exceptional child research; speech handicapped; parent role; speech therapy; parent influence; articulation (speech); speech improvement

To determine the value of parental observation of public school speech correction programs, parents of elementary school children with nonorganic articulatory disorders attended speech classes with their children and practiced with them at home. The 92 children, representing various socioeconomic levels and ethnic groups, were given an individual picture articulation test at the beginning and end of the study, and scores on the Arizona Articulation Proficiency Scale were computed. Subjects were randomly assigned to one of two groups: in Group 1, parents were not asked to attend their child's regular speech classes but did help their child on assignments sent home; in Group 2A, parents attended the speech therapy sessions once a month, while in Group 2B parents attended all weekly sessions. Children in Groups 1 and 2 received the same therapy and homework assignments. Sixteen classes were held for each group. The mean speech improvement for Group 1 was 3.22%; mean improvement was 10.98% for Group 2A and 10.93% for Group 2B. Differences in improvement between Groups 1 and 2 were significant at the .001 level. Parents, teachers, and principals expressed approval of parent participation speech classes. (KW)

ABSTRACT 1134

EC 04 1134 ED N.A.
Publ. Date Feb 72 11p.
Daly, Daniel A. and Others
Structuring Speech Therapy Contingencies with an Oral Apraxic Child.
EDRS not available
Journal of Speech and Hearing Disorders; V37 N1 P22-32 Feb 1972

Descriptors: exceptional child research; speech handicapped; speech therapy; equipment utilization; reinforcement; oral apraxia

The study suggests the therapeutic efficacy of combining learning principles

difference between adapting and nonadapting frequencies can be quite small; paradigm emphasizes the careful specification and consequence of the desired verbal responses. The Wisconsin General Test Apparatus, an apparatus previously employed in psychological research, was used to structure the treatment environment for maximally effective learning. The results of treatment over a 6-month period and of a subsequent follow up evaluation are discussed. Hypotheses are offered to account for the success of the treatment program. (Author)

ABSTRACT 1196

EC 04 1196 ED N.A.
Publ. Date Win 71 17p.
Bailey, Jon S. and Others
Modification of Articulation Errors of Pre-Delinquents by Their Peers.
EDRS not available
Journal of Applied Behavior Analysis; V4 N4 P265-81 Win 1971

Descriptors: exceptional child research; disadvantaged youth; economically disadvantaged; speech handicapped; articulation (speech); behavior change; operant conditioning; reinforcement; peer groups; peer relationship

Pre-delinquent peers in Achievement Place (a community based family style rehabilitation program based on a token economy) were given points (token reinforcement) to modify the articulation errors of two boys. In Experiment I, using a multiple baseline experimental design, error words involving the /l/, /r/, /th/, and /ting/ sounds were successfully treated by both a group of peers and by individual peers. Also, generalization occurred to words that were not trained. The speech correction procedure used by the peers involved a number of variables including modelling, peer approval, contingent points, and feedback. The individual role of each of these variables was not experimentally analyzed, but it was demonstrated that peers could function as speech therapists without instructions, feedback, or the presence of an adult. It was also found that payment of points to peers for detecting correct articulations produced closer agreement with the experimenter than when they were paid points for finding incorrect articulations. The results were replicated in a second experiment with another subject who had similar articulation errors. In addition, the second experiment showed that peer speech correction procedures resulted in some generalization to the correct use of target words in sentences and significant improvements on standard tests of articulation. (Author)

ABSTRACT 1200

EC 04 1200 ED N.A.
Publ. Date Win 71 5p.
Nordquist, Vey M.
A Method for Recording Verbal Behavior in Free-Play Settings.
EDRS not available
Journal of Applied Behavior Analysis; V4 N4 P327-31 Win 1971

Descriptors: exceptional child research; speech handicapped; early childhood education; verbal ability; test reliability

The present study attempted to test the reliability of a new method of recording verbal behavior in a free-play preschool setting. Six children, three normal and three speech impaired, served as subjects. Videotaped records of verbal behavior were scored by two experimentally naive observers. The results suggested that the system provides a means of obtaining reliable records of both normal and impaired speech, even when the subjects exhibit nonverbal behaviors (such as hyperactivity) that interfere with direct observation techniques. (Author)

ABSTRACT 1673

EC 04 1673 ED N.A.
Publ. Date Apr 72 6p.
Keane, Vincent E.
The Incidence of Speech and Language Problems in the Mentally Retarded.
EDRS not available
Mental Retardation; V10 N2 P3-8 Apr 1972

Descriptors: exceptional child research; mentally handicapped; speech handicapped; language handicapped; incidence; research reviews (publications); statistical data

Reported in tabular form were general statistical findings of 41 studies on the incidence of speech and language problems in the mentally handicapped population. Various research limitations were noted, followed by explanations of the general conclusions and trends found. Selected major findings were that a higher than normal incidence of speech, language, and hearing disorders were found in the mentally retarded, that institutionalized retardates tended to exhibit more communication problems than did noninstitutionalized retardates, and that the lower the IQ score of a mentally retarded individual, the greater the chance of a severe communication problem. (CB)

ABSTRACT 1801

EC 04 1801 ED N.A.
Publ. Date Mar 72 10p.
Neate, Dorothy M.
The Use of Tactile Vibration in the Teaching of Speech to Severely and Profoundly Deaf Children: An Interim Report.
EDRS not available
Teacher of the Deaf; V70 N412 P137-46 Mar 1972

Descriptors: exceptional child education; aurally handicapped; tactual perception; language instruction; speech improvement; teaching methods; deaf

The article describes the development of work in a school for the deaf to investigate the use of tactile vibration in the teaching of speech to severely and profoundly deaf children. It suggests that this is useful in improving the rhythm of speech, in helping young deaf children to vocalise, and in helping some pupils to use their limited residual hearing to better advantage. While it is not claimed

that the results obtained are in any way revolutionary, it is suggested that it is a valuable additional technique and worthy of more attention than it appears to be receiving in this country at present. It is stressed that it is not advocated as a technique with those children who have a considerable amount of residual hearing which they are already using effectively. (Author)

ABSTRACT 2407

EC 04 2407 ED N.A.
Publ. Date Jun 72 8p.
Marquardt, Thomas P.; Saxman, John H.
Language Comprehension and Auditory Discrimination in Articulation Deficient Kindergarten Children.
EDRS not available
Journal of Speech and Hearing Research; V15 N2 P382-9 Jun 1972

Descriptors: exceptional child research; articulation (speech); kindergarten children; language ability; auditory perception; learning disabilities; language handicapped; syntax

The study examined the relationship between language comprehension and auditory discrimination in 30 kindergarten children with numerous misarticulations and 30 similarly aged children with proficient articulation. The Carrow Auditory Test for Language Comprehension and the Wepman Auditory Discrimination Test were the test instruments. Results showed deficit performances by the articulation error group on both tests. Error scores on each task were significantly correlated with the number of misarticulations in the articulation error group. In addition, language comprehension and auditory discrimination were significantly correlated within the articulation error group but not within the articulation proficient group. These findings support the argument that children with numerous misarticulations show syntax performance deficits for their age because of underdeveloped syntax knowledge. The interdependence of language levels during acquisition is stressed. (Author)

ABSTRACT 2647

EC 04 2647 ED N.A.
Publ. Date Aug 72 18p.
Fletcher, Samuel G.

Contingencies for Bioelectronic Modification of Nasality.
EDRS not available
Journal of Speech and Hearing Disorders; V37 N3 P329-46 Aug 1972

Descriptors: exceptional child research; voice disorders; speech therapy; biology; electromechanical aids; speech handicapped; clinical diagnosis

The article cites traditional difficulties in assessing and modifying nasality and proposes bioelectronic instrumentation, TONAR II, designed to overcome the problems. Specific criteria are listed for detecting and modifying nasality, and instrumental applications to meet the criteria are presented. A series of subtests are then reported which highlight

important factors in the clinical management of nasality. Recent extension of the instrumentation to measure and manage other voice disorders is also described. (Author)

ABSTRACT 2912

EC 04 2912 ED N.A.
Publ. Date Fall 72 14p.
Johnston, James M.; Johnston, Gwendolyn T.
Modification of Consonant Speech-Sound Articulation in Young Children.
EDRS not available
Journal of Applied Behavior Analysis; V5 N3 P233-246 Fall 1972

Descriptors: exceptional child research; speech handicapped; articulation (speech); behavior change; operant conditioning; reinforcement; teacher role; peer relationship; stimulus generalization

Modification of consonant speech sound articulation was tested in three experiments performed in a classroom setting with small groups of young children (6 to 8 years of age) having severe articulation problems. Variations on a token based reinforcement procedure were demonstrated in each experiment. A combined multiple baseline/reversal design showed effective experimenter control of rates of correct and incorrect consonant sound articulation in all cases. Data in each experiment showed problems of obtaining stimulus generalization of high correct articulation rates to nontraining settings. The third experiment demonstrated a procedure for producing such generalizations by making each child a discriminative stimulus for correct articulation by the other child, thus maintaining high levels of correct articulation for each child when in the presence of the other. Teacher reinforcement of correct sounds, reinforcing counting of one's own sounds, and reinforcing monitoring of peers' correct sounds all produced the same degree of control over saying correct and incorrect speech sounds. (GW)

ABSTRACT 2914

EC 04 2914 ED N.A.
Publ. Date Fall 72 7p.
Bennett, Clinton W.; Ling, Daniel
Teaching a Complex Verbal Response to a Hearing-Impaired Girl.
EDRS not available
Journal of Applied Behavior Analysis; V5 N3 P321-327 Fall 1972

Descriptors: exceptional child research; aurally handicapped; preschool children; speech therapy; verbal learning; behavior change; operant conditioning; reinforcement; imitation; stimulus generalization

Operant conditioning was employed to teach a 3 year old hearing impaired girl to use the words the and is in describing a picture, initially through imitation and then in response to the command, Tell me about this. As a result, she was able to use sentences in the present progressive form to describe a number of pictures on which she had received no training. This newly acquired behavior was

subsequently extinguished and then reinstated. It was noted that imitation did not appear to play a substantial role in helping S to generalize. (Author)

ABSTRACT 257

EC 05 0257 ED N.A.
Publ. Date Sep 72 11p.
Sommers, Ronald K. and Others
Articulatory Effectiveness, Stimulability, and Children's Performances on Perceptual and Memory Tasks.
EDRS not available
Journal of Speech and Hearing Research; V15 N3 P579-89 Sep 1972

Descriptors: exceptional child research; speech handicapped; articulation (speech); auditory perception; task performance; early childhood; perception; memory

Articulatory effectiveness and speech sound stimulability were studied in the performances of 70 children (35 kindergarten children and 35 first graders) on four auditory measures and one oral sensory discrimination task. Each group of 35 children included seven subjects with superior articulation, seven with deviant articulation and poor speech sound stimulability, seven with deviant articulation and good stimulability, seven with articulation defects and poor stimulability, and seven with articulation defects and good stimulability. Performances on a speech sound stimulability task were not found to be related to performance on any of the auditory measures and to be only slightly related to the oral sensory task. Superior articulators had significantly better scores than the deviant and defectives on the oral sensory discrimination task, but scores on the auditory tasks were not significantly different. Comparison of the performances of subjects predominantly defective in articulating r and s revealed the latter group to be inferior on some auditory tasks compared with the superior articulators. (Author)

ABSTRACT 629

EC 05 0629 ED N.A.
Publ. Date Nov 72 7p.
Libkuman, Terry M.
Word Frequency and Pronunciation and the Verbal-Discrimination Learning of Nonretarded and Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N3 P321-7 Nov 72

Descriptors: exceptional child research; mentally handicapped; discrimination learning; word frequency; verbal learning; articulation (speech)

Several predictions derived from an extended version of frequency theory were tested using a sample of nonretarded and retarded children matched for mental age. The predictions were based on the variables of pronunciation and word frequency as applied in a verbal discrimination task. Specifically, frequency theory suggests that increasing word frequency would decrease the retarded child's performance relative to nonretarded children and that pronunciation would have no differential effect. In addition, the va-

lidity of a rehearsal and incidental learning deficit in the retarded child was assessed using an associative matching task. The results provided some support for frequency theory in that pronunciation had no differential effect upon intelligence. However, the Frequency 5 Intelligence interaction failed to support frequency theory: increasing word frequency had an equally adverse effect on both nonretarded and retarded children. Finally, no support for a rehearsal or incidental learning deficit in the retarded child was found in the present study. (Author)

ABSTRACT 735

EC 05 0735 ED N.A.
Publ. Date 72 44p.
Menyuk, Paula

The Development of Speech.

EDRS not available
Bobbs-Merrill Company, Inc., College Division, 4300 West 62nd Street, Indianapolis, Ind., 46226 (\$1.25).

Descriptors: exceptional child research; speech handicapped; infancy; early childhood; speech skills; speech improvement; language development; language learning levels; language handicaps; speech handicaps; speech pathology; psycholinguistics

Discussed is research on speech-sound acquisition in infancy and early childhood, and included are the speech learning task, the normal course of speech development, and the implications of research on deviant speech behavior. What the child has to learn is seen to include three components: segmental features such as differing initial sounds, rules for the combinations of segmental features such as lengthening the vowel when a final strident is voiced, and supra-segmental features such as the intonation difference between a sentence and a question. The following conclusions are derived from observation of the normal course of speech development: the infant does not produce phonated sounds at birth, the same sequence of development is observed in all children, and the use of all basic syntactic structures occurs before the correct articulation of all speech sounds. Deviant phonological acquisition is discussed and one finding reported is that children who use markedly deviant syntactic rules also use markedly deviant phonological rules. For a related document see EC 050 734. (DB)

ABSTRACT 748

EC 05 0748 ED N.A.
Publ. Date Nov 72 20p.
Leonard, Laurence B.

What Is Deviant Language?

EDRS not available
Journal of Speech and Hearing Disorders; V37 N4 P427-46 Nov 1972

Descriptors: exceptional child research; speech handicapped; language patterns; transformation theory (language); language research; literature reviews; sentence structure; linguistics; identification; morphology (languages); clinical diagnosis

Presented were an explanation of deviant language in terms of the transformational model, a review of literature on deviant language use, and data comparing the use of syntactic and morphological structures by nine normal and nine deviant language users. Normal and deviant language users (mean chronological age, 5 years and 3 months) were found to differ significantly in the frequency of their use of 14 tested structures. Criteria for identifying clinically relevant language differences and for distinguishing different from delayed language were proposed. It was suggested that analysis of children's two word utterances for the frequency of subject-verb utterances may be a means of early identification of deviant language users. Limitations in the clinical application of transformational grammar were examined. (GW)

ABSTRACT 750

EC 05 0750 ED N.A.
Publ. Date Nov 72 11p.
Pollack, Evelyn; Rees, Norma S.

Disorders of Articulation: Some Clinical Applications of Distinctive Feature Theory.

EDRS not available
Journal of Speech and Hearing Disorders; V37 N4 P451-61 Nov 1972

Descriptors: exceptional child research; speech handicapped; articulation (speech); clinical diagnosis; speech evaluation; early childhood; speech therapy; case studies; phonetics

Explained were clinical advantages said to result from application of distinctive feature theory to the analysis of the speech of children with defective articulation. Distinctive feature analyses were made of the articulation test data of a child with a phonemic disorder who received speech therapy at three intervals, when he was 5 years 2 months old, 5 years 8 months old, and 6 years 3 months old. Each analysis was compared both with the adult model to reveal the rules of the child's phonological competence at that time, and with preceding analyses to show the changes in the child's rule system as his speech gradually approached the adult model. Distinctive feature analysis was found to be most useful in describing speech patterns of children whose misarticulations were clear substitutions or omissions of sound segments. (GW)

ABSTRACT 751

EC 05 0751 ED N.A.
Publ. Date Nov 72 9p.
McReynolds, Leija V.; Bennett, Shannon

Distinctive Feature Generalization in Articulation Training.

EDRS not available
Journal of Speech and Hearing Disorders; V37 N4 P462-70 Nov 1972

Descriptors: exceptional child research; speech handicapped; articulation (speech); transfer of training; phonetics; training techniques

Three children with severe articulation problems were trained in the production

of features lacking in their repertoires to determine the extent of generalization of trained features across phonemes. Results represented generalization from training on three different features. Data showing that feature errors decreased by 69% to 84% were thought to show that a feature generalized across several phonemes, although training in only one phoneme was administered. Degree of generalization was found to vary across phonemes and across phonemes in different positions in words. It was concluded that features have generality and that children's feature errors are consistent and systematic. (GW)

ABSTRACT 770

EC 05 0770 ED N.A.
Publ. Date Dec 72 9p.
Bricker, William A.; Bricker, Doreen

Assessment and Modification of Verbal Imitation with Low-Functioning Retarded Children.

EDRS not available
Journal of Speech and Hearing Research; V15 N4 P690-8 Dec 1972

Descriptors: exceptional child research; mentally handicapped; verbal operant conditioning; imitation; articulation (speech); institutionalized (persons); early childhood; childhood; verbal ability; failure factors

An institutionalized population of 30 children (5 to 15 years of age) was given a speech sound imitation test composed of 25 consonant-vowel combinations. Results of this assessment indicated that although the retarded children made more errors than preschool children, the pattern of errors was similar. The most frequent type of error made by low-functioning children as well as normal preschoolers was in place of articulation. Subsequently, 10 low-functioning children were divided into component and speech-sound training groups. The difference in these procedures was the units of behavior that served as the training stimuli. The results indicated that the speech-sound group emitted fewer errors than the component group on the post-test. (Author)

ABSTRACT 772

EC 05 0772 ED N.A.
Publ. Date Dec 72 9p.
Edwards, Keith J.; Anderson, James G.

A Factor-Analytic Study of the Articulation of Selected English Consonants.

EDRS not available
Journal of Speech and Hearing Research; V15 N4 P720-8 Dec 1972

Descriptors: exceptional child research; speech handicapped; articulation (speech); factor analysis; phonetics; elementary school students

The study obtained the results of a factor analysis of speech consonant articulation data for a sample of elementary school children with functional articulation disorders. A principal components type factor analysis yielded 11 factorially distinct components which could be interpreted in terms of the common placement classification of G. Fairbanks.

Seven of the pretest-posttest reliabilities and five of the split-sample reliabilities for the 11 factors exceeded 0.80. There was little difference between components derived from orthogonal and oblique rotations. The findings of this study raise important questions regarding the validity of the concept of phonetic context in articulation testing for classes of phonemes other than the stops. Moreover, the identification of 11 articulation component scores suggests that articulation research using the multivariable approach proposed would provide more accurate, detailed information concerning a student's articulation proficiency, as well as information regarding relationships among articulation variables which are obscured when a single measure is used. (Author)

ABSTRACT 925

EC 05 0925 ED N.A.
Publ. Date Oct 72 14p.
Wedin, Sven

Rehabilitation of Speech in Cases of Palato-Pharyngeal Paresis with the Aid of an Obturator Prosthesis.

EDRS not available
British Journal of Disorders of Communication; V7 N2 P117-30 Oct 1972

Descriptors: exceptional child research; speech handicapped; voice disorders; young adults; handicapped; rehabilitation; speech therapy; prostheses; speech improvement

Four young adults and adult patients with paresis in the palate and pharynx were fitted with an obturator prosthesis and given speech training, the effects of which were evaluated by intelligibility tests judged by a mean of 190 listeners. The four cases of palato-pharyngeal paresis were caused by cerebral hemorrhage, multiple sclerosis, bulbar paralysis, and myotonia atrophicans, respectively. Treatment consisted of placing and trimming the obturator where it could contribute most effectively to the normal closing of the naso-pharyngeal passage in speech. Recordings were made of the patients' speech with and without the obturator prosthesis under eight different conditions. Statistical analysis of the results showed that the obturator prosthesis improved the intelligibility of speech markedly. (DB)

ABSTRACT 1008

EC 05 1008 ED N.A.
Publ. Date Jan 73 5p.

Freedman, Susan R.; Garstecki, Dean C.
Child-Directed Therapy for a Nonorganic Voice Disorder: A Case Study.
EDRS not available

Language, Speech and Hearing Services in Schools; V4 N1 P8-12 Jan 1973

Descriptors: exceptional child research; speech handicapped; voice disorders; childhood; females; speech therapy; case studies

An 11-year-old white female with a medically diagnosed nonorganic voice disorder was placed in a 9 week child directed therapy program which required her to read, audio-tape, and critically evaluate

her reading of selected passages. Each therapy session's activities were structured by the clinician according to the child's previously selected goals (improvement in inflection, intensity, pitch, or quality). Evaluations by clinically experienced speech pathology students, the therapist, and the S consistently rated the tape of the last therapy session higher than the tape from the first therapy session. (GW)

ABSTRACT 1484

EC 05 1484 ED N.A.
Publ. Date Feb 73 12p.

Oller, D. Kimbrough
Regularities in Abnormal Child Phonology.

Journal of Speech and Hearing Disorders; V38 N1 P36-47 Feb 73

Descriptors: exceptional child research; speech handicapped; childhood; phonetics; language patterns; speech evaluation; evaluation methods

Examined was the usefulness of applying generative notational conventions to a phonology of sound substitutions of five speech handicapped children. Results suggested that the conventions make it possible to capture numerous generalizations which must be left unstated in more traditional frameworks. Findings also indicated that there is much more regularity in abnormal speech than there would appear to be at first glance. The author argued that the regularities result from the child's substitution processes which are central with respect to the nervous system, rather than governed by the structure of the vocal tract. (Author, GW)

ABSTRACT 1488

EC 05 1488 ED N.A.
Publ. Date Feb 73 9p.

Peterson, Sally J.
Velopharyngeal Function: Some Important Differences.

Journal of Speech and Hearing Disorders; V38 N1 P89-97 Feb 73

Descriptors: exceptional child research; multiply handicapped; speech handicapped; physically handicapped; physiology; neurology; speech handicaps; medical treatment; Pharynx

The project investigated patterns of velopharyngeal function on blowing and speech tasks performed by 11 normal Ss (preadolescent, adolescent, and adult), five Ss (10-to 16-years-old) with velopharyngeal incompetency for speech in the presence of palatal pathologies, and five Ss (7-to 15-years-old) with velopharyngeal incompetency for speech. Lateral cinefluorographic films were taken of each S performing the designated tasks; and measurements of velar height and velopharyngeal opening were derived from the steady-state portion of each task. Ss with velopharyngeal incompetency for speech showed patterns of velar height and velopharyngeal opening which substantiated previous research indicating that the closure mechanisms of these speakers probably are not the same

as those of speakers with velopharyngeal competency. The results were discussed with regard to historically recommended nonspeech exercises for improvement of velopharyngeal closure, and a proposal that it may be misleading to view the speaker with incompetency simply as a case of less than normal velopharyngeal function. It was suggested instead that a speaker with incompetency may manifest an entire complex of neuromuscular patterns which is dissimilar from that of the normal speaker. (Author)

ABSTRACT 1756

EC 05 1756 ED N.A.
Publ. Date May 73 7p.

Chen, Kathleen
Pronunciability in Verbal Learning of the Deaf.

EDRS not available
Journal of Psychology; V84, 1 P89-95 May 1973

Descriptors: exceptional child research; aurally handicapped; deaf; hearing loss; learning processes; verbal learning; prediction; articulation (speech)

Fifty-four deaf Ss (18 Ss were born deaf and had an average hearing loss of 80 decibels or greater, 18 Ss were adventitiously deaf and had an average hearing loss of 80 decibels or greater, and 18 Ss had an average hearing loss of less than 80 decibels) were examined to determine the effect of rated pronunciability on the learning of trigrams. The Ss learned three lists of trigrams (such as WAM-CED, KNO-NIQ, and CFS-ZOJ from the easy, moderately difficult, and most difficult lists, respectively) which were presented through a memory drum. Results showed that pronunciability is a predictor of learning for all categories of deafness, and that the profoundly deaf Ss performed significantly poorer at the moderate level of difficulty than those in the other categories. (MC)

ABSTRACT 2124

EC 05 2124 ED N.A.
Publ. Date Jun 73 8p.

Eveslage, Roberta A.; Buchmann, Adella V.

The Effects of Consequences Delivered Contingent Upon Intelligible Speech by Deaf Children.

American Annals of the Deaf; V118 N3 P446-53 Jun 73

Descriptors: exceptional child research; aurally handicapped; deaf; childhood; speech skills; speech improvement; behavior; reinforcement

Evaluated were the effects of a program of reinforcing consequences delivered contingent upon intelligible speech by seven 9 and 10-year-old deaf children. Procedure involved a child's choosing a word card and reading it to the teacher who then wrote down what she heard. If the teacher's response matched the word card the child was reinforced. Results indicated percent of intelligibility increased when reinforcement was given for intelligible speech. However, intelligibility did not increase for unreinforced stimuli. A high percent of agreement was

found between observers and teacher's responses. (DB)

ABSTRACT 2323

EC 05 2323 ED 079 909

Publ. Date May 71 28p.

Siegel, Gerald M.

Three Approaches to Speech Retardation.

Minnesota University, Minneapolis. Research, Development and Demonstration Center in Education Of Handicapped Children

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf, hc
OE-09-332189-4533(032)
332189

Occasional Paper #8

Descriptors: exceptional child research; speech handicapped; research utilization; psycholinguistics; speech therapy; learning theories; interpersonal relationship; speech pathology; research reviews (publications)

Three current research areas (learning theory, interpersonal approach, and psycholinguistics) related to delayed speech in children are significant for speech pathologists. Learning theory classifies stimulus events that cause a child to develop a body of verbal behavior and suggests ways of organizing therapy. The interpersonal approach emphasizes speaker-listener interaction and indicates methods for modeling communication disorders. Psycholinguistics is promising for the identification of behavior units in both learning theory and the interpersonal approach. Greater understanding of children's delayed language problems may be obtained through attention to the intersecting points of the three approaches, as linguistics can identify what is or is not learned, learning theory emphasizes how learning occurs, and interpersonal orientation encompasses the learning situation. (MC)

ABSTRACT 2408

EC 05 2408 ED N.A.

Publ. Date Jul 73 3p.

Dice, Georgia; Shearer, William M.

Clinician's Accuracy in Detecting Vocal Nodules.

EDRS not available
Language, Speech and Hearing Services in Schools; V4 N P142-4 Jul 1973

Descriptors: exceptional child research; speech handicapped; speech pathology; voice disorders; speech evaluation; speech therapists; clinical diagnosis

Twelve clinicians with background and experience ranging from undergraduate courses in speech pathology to practice speech in laryngology listened to 10 speech samples of children to demonstrate expertise in diagnosing the presence of vocal nodules by relying on acoustic cues. Results showed that 39 judgments were correct and 81 judgments were incorrect. The listeners, who were certain of their ability to make valid judgments, were typically surprised at their errors. The study corroborated the

literature which indicates that a laryngoscopic examination is the only way to determine presence or absence of vocal nodules. (MC)

ABSTRACT 474

EC 06 0474 ED N.A.

Publ. Date Oct 73 6p.

Meitus, Irv J. and Others

Clinician Bias in Evaluating Speech Proficiency.

EDRS not available
British Journal of Disorders of Communication; V8 N2 P146-51 Oct 1973

Descriptors: exceptional child research; speech handicapped; voice disorders; elementary school students; childhood; speech therapists; speech evaluation; case studies

Examined was the effect of speech clinician bias in evaluating the speech of seven elementary-school-age children. The 30 clinicians-in-training were presented with cases via videotape, and 20 of the clinicians were exposed to fabricated case-histories with either positive or negative bias factors such as above average or below average academic ability. Evaluation consisted of phonetic inventories, ratings of articulation, prognoses, and scaled therapeutic judgments. The case-history preconditions had little effect on the measured evaluations of the clinicians. (DB)

ABSTRACT 477

EC 06 0477 ED N.A.

Publ. Date Oct 73 14p.

Wing, Douglas M.; Heimgartner, Larry M.

Articulation Carryover Procedure Implemented by Parents.

EDRS not available
Language, Speech and Hearing Services in Schools; V4 N4 P182-95 Oct 1973

Descriptors: exceptional child research; exceptional child education; learning disabilities; language handicapped; childhood; speech therapy; articulation (speech); program descriptions; parent education; parent role; guidelines

Six speech handicapped children, grades 3 to 5, participated in a pilot study to determine the effectiveness of a program to encourage student carryover of newly learned articulatory skills to all speaking situations. The Ss produced between 70% and 85% of their target speech sounds (s and r) incorrectly during pre-testing. Parents were trained (with the child present) with programmed guidelines, and later conducted home speech practice, recorded practice results, and reported results for evaluation during periodic therapist initiated telephone calls. Results indicated the Ss achieved zero target speech errors in 10 to 15 minute unstructured conversations after 5 to 10 weeks. An average of 40 10-minute home sessions were required for program completion. Followup data showed that gains were maintained. The program was used subsequently with 24 similarly handicapped children in the same grades with equally successful results. (Included in appendixes are guide-

lines for selection of cases, the parent training session, home speech practice sessions, activities, and progress recording.) (MC)

ABSTRACT 896

EC 06 0896 E. A.

Publ. Date Jan 74 10p.

Stratton, William D.

Intonation Feedback for the Deaf Through a Tactile Display.

Volta Review; V76 N1 P26-35 Jan 1974

Descriptors: exceptional child research; deaf; speech improvement; intonation; tactual perception; aurally handicapped; adolescents; feedback

Examined was the use of immediate and continuous corrective tactile feedback for the improvement of speaking intonation with 12 deaf students aged 12 to 16 years. An instrument was developed which detected voice fundamental frequency and converted it into a tactile excitation display. A training program (approximately 6 hours per student) was designed to teach pitch control using the tactile display instrument. A panel of 20 listeners judged before and after training speech samples. Given the intonation contours that the Ss were attempting to duplicate, the listeners identified the posttraining phonation in 80% of the comparisons. Improved performance was maintained when tactile feedback was withdrawn and unpracticed phrases were phonated. The fleeting, transient character of the tactile patterns was the major drawback of the approach and made the comparison of subject and instructor contours difficult. The primary training problem experienced was the breaking of habitually rigid and repetitive intonation patterns. (Author/DB)

ABSTRACT 1161

EC 06 1161 ED N.A.

Publ. Date Jan 74 9p.

Yoss, Kathie A.; Darley, Frederic Therapy in Developmental Apraxia of Speech.

EDRS not available
Language, Speech and Hearing Services in School; V5 N1 P23-31 Jan 1974

Descriptors: exceptional child research; exceptional child education; speech handicapped; voice disorders; childhood; followup studies; articulation; speech therapy; Apraxia

Discussed is therapy in developmental apraxia (a severe articulation disorder), and reported is a followup study of 10 children (6 to 11-years-old) who had received 25 to 307 hours of therapy approximately 1 year previously. Noted are predictors of developmental aphasia such as neurological findings and poor maintenance of syllable sequences and shapes. It is stressed that therapy in apraxia cases has been characteristically prolonged with only minimal improvement observable. Reviewed are research findings relevant to therapy and techniques used to remediate acquired apraxia in adults. Reported is a followup study which involved ratings of intelligibility from initial and followup samples of spontaneous

speech and revealed improvement of at least a half-point (on a 9-point scale) for eight of the Ss. Investigation of remedial approaches used with Ss is said to have shown a variety of therapeutic techniques such as auditory discrimination drills, phonetic placement techniques, and oral placement exercises. Summarized are nine suggestions for therapy such as having the child imitate sustained vowels and letting the child's behavior provide cues as to effective remedial techniques. (DB)

ABSTRACT 1432

EC 06 1432 ED N.A.
Publ. Date Feb 73 16p.
Huskey, Robert and Others
A Longitudinal Study of the Spontaneous Remission of Articulatory Defects of 1665 School Children in Grades 1, 2, and 3.
EDRS not available
Acta Symbolica; V4 N2 P73-88 Feb 1973

Descriptors: exceptional child research; speech handicapped; primary grades; identification; articulation (pronunciation); language patterns

Identified were 3,147 first grade children with at least one articulatory deviation. Of the children, 327 were assigned to therapy and 1,665 were followed through five additional test periods (May and September, 1968; May and September, 1969; and May, 1970). None of the children in the study group received speech therapy. The spontaneous remission of articulatory deviations observed were analyzed for reliability in terms of effects of such factors as phoneme in error, error type, and position. Data supported the conclusion that under the study conditions judges were able to evaluate articulation with a high degree of accuracy. (MC)

ABSTRACT 1735

EC 06 1735 ED N.A.
Publ. Date Apr 74 4p.
Barrett, Carla M.; Hoops, H. Ray
The Relationship between Self-Concept and the Remission of Articulatory Errors.
Language, Speech and Hearing Services in Schools; V5 N2 P67-70 Apr 1974

Descriptors: exceptional child research; speech handicapped; childhood; articulation (speech); self concept

Assessed were the self concept and ideal self concept of 15 children who demonstrated misarticulations of the s, l, and r phonemes on the first and third grade screening tests and 15 children matched on sex and IQ with no demonstrated misarticulations on the two tests. Findings indicated that children with articulatory errors in third grade had a significantly greater discrepancy between their lower than average self concept scores and their higher than average ideal self concept scores than controls. (MC)

ABSTRACT 1738

EC 06 1738 ED N.A.
Publ. Date Apr 74 6p.
Evans, Candace Marie; Potter, Robert E.

The Effectiveness of the S-Pack When Administered by Sixth-Grade Children to Primary-Grade Children.

Language, Speech and Hearing Services in Schools; V5 N2 P85-90 Apr 1974

Descriptors: exceptional child education; speech handicapped; elementary school students; speech therapy; tutoring; articulation (speech) Student Tutors

Fifteen normal sixth grade students with above average IQ were trained to administer the S-Pack Program to correct functional frontal lips of 24 first, second, and third grade students. Results indicated that the student-tutors administered the S-Pack as effectively as the speech clinician, that whether the student-tutors had previous speech therapy was not a factor in successful administration, and that the subjects demonstrated improved s-sound production in words, sentences, and unstructured storytelling segments. (MC)

ABSTRACT 2116

EC 06 2116 ED N.A.
Publ. Date May 74 7p.
Boone, Daniel R.
Dismissal Criteria in Voice Therapy.
Journal of Speech and Hearing Disorders; V35 N2 P133-9 May 1974

Descriptors: exceptional child research; voice disorders; speech therapy; evaluation criteria; speech handicapped; speech therapists; Termination of Therapy

Five criteria to systematize the results of voice remediation and provide the therapist with criteria for terminating therapy in cases of hyperfunctional voice disorders were developed and applied to 73 patients aged from early childhood through adulthood. The dismissal criteria were laryngeal improvement, voice improvement, the patient's feeling of improvement, no improvement, and the patient's termination of therapy. The criteria were usefully applied to patients with vocal nodules or polyps, functional dysphonia, and spastic dysphonia. Implications of the criteria included helping the clinician broaden his therapeutic approach by continually thinking of the multiple criteria or outcomes of the remediation process. (DB)

ABSTRACT 2272

EC 06 2272 ED N.A.
Publ. Date Jun 74 3p.
Ivey, Lillian P.; Teel, Jerry R.
Tri-Sensory Language Stimulation with the TAVF Unit.
American Annals of the Deaf; V119 N3 P318-20 Jun 1974

Descriptors: exceptional child research; deaf; language instruction; multisensory learning; instructional media; aurally handicapped; early childhood education; speech improvement; parent role; attention span; Tactile Auditory Visual Feedback Unit

Evaluated with 8 preschool severely hearing impaired children was whether use of the Tactile Auditory Visual Feedback Unit (TAVF) would facilitate speech and language development. Parents were provided with 16 lesson

plans and the tri-sensory unit which uses a headset, intensity lamp, and vibrating board to provide simultaneous auditory, visual, and tactile feedback of speech. Over an 8 week period (16 sessions) parents were instructed on use of the unit to teach their children names of body parts and articles of clothing. Results obtained through pre-tests and post-tests showed statistically significant results in four dependent measures from a test of learning aptitude and five dependent measures from the Project Constructed Vocabulary Test on names of body parts and articles of clothing. The positive language gains may have been due to increased attention span observed by parents using the unit. (LC)

ABSTRACT 2348

EC 06 2348 ED N.A.
Publ. Date Jul 74 13p.
Gray, Burl B.
A Field Study of Programmed Articulation Therapy.
Language, Speech and Hearing Services in Schools; V5 N3 P119-31 Jul 1974

Descriptors: exceptional child research; articulation (speech); programed instruction; public schools; speech therapy; speech handicapped; programed materials; Monterey Articulation Program

Data were gathered from 176 speech clinicians using the Monterey Articulation Program (MAP) with 1096 children in nine public schools and one university clinic. MAP was chosen for use in the field study on programed articulation therapy because it met criteria such as the following: MAP explicitly describes each programming activity and presents its own pacing and branching logic; MAP is applicable to any phonetic target; and integral parts of MAP are pre- and post-criterion tests for each target sound. Field study data were compared with the standard data obtained at the Behavioral Sciences Institute where MAP was developed. Data showed that programed articulation therapy can be carried out by public schools clinicians in a manner generally similar to that developed in the laboratory; that the beneficial therapeutic effects of programed articulation therapy (including establishment, transfer, and maintenance phases) that are reported from the laboratory also can be obtained by clinicians in the field; and that in the field there was some loss in efficiency as measured by elapsed calendar days. (GW)

ABSTRACT 2351

EC 06 2351 ED N.A.
Publ. Date Jul 74 4p.
Clark, Betty J.
Using a Short-Term Lip Correction Program for More Effective Distribution of Clinicians' Time.
Language, Speech and Hearing Services in Schools; V5 N3 P152-5 Jul 1974.

Descriptors: exceptional child research; speech handicapped; speech therapy; time factors (learning); elementary school students; public schools; Lip Correction Program

D. E. Mowrer's Lip Correction Program (LCP), a short-term, three-session pro-

gram, was used in two consecutive years by school speech clinicians in 137 elementary schools for children with functional central or frontal lisps. In 1971-1972, 37 speech clinicians administered the LCP to 684 children of whom 426 had maintained correction at a satisfactory level when checked at the end of the school year, 134 required additional follow up, and 124 had to be enrolled in the regular speech therapy program the following year for various reasons. In 1972-1973, 45 clinicians administered the LCP to 319 lisps. Seventy-six percent of the 319 lisps were corrected and maintained correct production at a satisfactory level by the end of the year. The failure of the remaining 24 percent was due to dentition problems or identifiable learning disabilities. (GW)

ABSTRACT 2371

EC 06 2371 ED N.A.
Publ. Date 74 17p.
Blaubergs, Maija S.

The Application of Recent Advances in Psycholinguistics to Speech Correction.

Maija S. Blaubergs, Ph.D., Educational Psychology Department and Linguistics Curriculum, University of Georgia, Athens, Georgia 30602.

Descriptors: exceptional child research; speech handicapped; learning disabilities; language handicapped; research reviews (publications); psycholinguistics; language development; program planning

The field of psycholinguistics is described briefly and research on three recent developments thought to relate to speech correction programs is reviewed. The following three developments are noted: training programs have been established for nonhuman primates without apparent language ability in order to teach them language, whereas previously language was considered a specific ability and thus unteachable; the arbitrary separation between syntax and semantics has been found to be problematic both in psycholinguistic research and in theories of language acquisition; and Ss in experimental work have been observed to use strategies as do children in acquiring language. Research in each area is reviewed and applications to speech correction programs suggested. For example, the author believes that claims regarding the crucial role of semantics and the rule-generating capacity of the normal child, and the cognitive changes that occur developmentally strongly suggest that pattern drills will not establish productive language competence. (GW)

ABSTRACT 2401

EC 06 2401 ED N.A.
Publ. Date Sum 74 7p.
Michel, Donald E.; May, Nancy Hudgens

The Development of Music Therapy Procedures with Speech and Language Disorders.

Journal of Music Therapy; V11 N2 P74-80 Sum 1974

Descriptors: exceptional child research; speech handicapped; aurally handi-

capped; learning disabilities; language handicapped; therapy; music; speech handicaps; language handicaps; research reviews (publications)

Studies in the development of music therapy procedures for speech and language disorders are briefly reviewed. Studies encompassed projects as various as the following: music therapy-speech sessions with a 7-year-old with severe hearing loss who developed a six note singing range, ability to match six random pitches, and ability to respond appropriately to rhythm in music; setting stories using test words to music for children with cleft palate which resulted in Ss' significant improvement over other children given conventional therapy; music used to gain improved articulation in a group of disadvantaged black children; and use of practice songs and tonal cues with Head Start children which were found to be significantly more effective than four other conventional and innovative methods of training in readiness skills. (GW)

ABSTRACT 2409

EC 06 2409 ED 093 139
Publ. Date 74 50p.
Moss, Lewellyn

Study of Music as Teaching Media for Improvement of Speech of Trainable Mentally Retarded Students in Inner City Schools. Final Report.

Southern Connecticut State Coll., New Haven.

Office of Education (DHEW), Washington, D. C.
OEG-1-72-0022
MF, HC

Descriptors: exceptional child research; trainable mentally handicapped; music; articulation (speech); vocabulary development; mentally handicapped; disadvantaged youth; adolescents; speech improvement; inner city

Presented in the final report are results of a 4 1/2-month research project to test music media for improvement of speech articulation and conversational skills of 46 11- to 21-year-old trainable mentally retarded (TMR) students in New Haven (Connecticut) inner city schools. Included for study aspects are discussions on the literature; stimulus for the study, such as helping the TMR student experience a feeling of self expression; and methodology, which involved administration of the Templin-Darley Test of Articulation and the Peabody Picture Vocabulary Test (PPVT) to two experimental and two control classes in school A and to one experimental and one control class in school B. Procedures are explained in terms of beginning with a familiar song, engaging in ear-training and tone-matching games, practicing of rhythm patterns, learning of a new song, and closing with a familiar song. Detailed are speech articulation activities such as repetitively singing 'Good morning, Miss Moss' for practice in diction; and vocabulary development activities such as describing the animals while listening to a recording of the 'Carnival of the Animals' by C. Saint-Saens. Given are results which indicate improvement (but

not at the significant level) by the three classes, and significant improvement by the one class (school B) on the PPVT as a result of reinforcement and review by the teacher. Conclusions and recommendations are given to include need for a longer experimental period and for more rote experiences by TMR/disadvantaged students in learning situations. (MC)

ABSTRACT 2436

EC 06 2436 ED N.A.
Publ. Date 74 382p.

Lass, Norman J., Ed.

Speech and Hearing Science: Selected Readings.

MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$10.00).

Descriptors: exceptional child research; speech handicapped; articulation (speech); time factors (learning); perception; speech compression; speech evaluation; speech habits

Forty-four readings on temporal aspects of speech, time-compressed speech, verbal transformation effect, and oral sensation and perception are presented. Seven articles on temporal aspects of speech discuss the relationship of diadochokinetic rate, speaking rate and reading rate; temporal characteristics of picture elicited and topic-elicited speech; the timing of utterances and linguistic boundaries; the significance of intra- and intersentence pause times in perceptual judgments of oral reading rate; rate evaluations of experienced and inexperienced listeners; duration of silent interval as a perceptual cue of speech pauses; and perception of reading rate by speakers and listeners. Time compressed speech is considered in six readings about methods of controlling the word rate of recorded speech; research on the intelligibility and comprehension of accelerated speech; the difficulty of listening to time-compressed speech; intelligibility of time-compressed CNC monosyllables; intelligibility of time-compressed words as a function of age and hearing loss; and listening rate preferences for oral reading and impromptu speaking tasks. Five articles on verbal transformation effect (VTE) examine VTE and auditory perceptual mechanisms, the use of isolated vowels as auditory stimuli in eliciting VTE; consistency of Ss' reported verbal transformations; verbal transformations of phonetically trained and non-phonetically trained Ss; and a non-verbal analogue to VTE. The following aspects of oral sensation and perception are explored in 26 readings: the speech mechanism as a servosystem; effects of tactile and auditory alterations on speech output; effective alteration of auditory and oral tactile sensation for speech; a methodological consideration in kinesthetic feedback research; articulation and stress/juncture production under oral anesthetization and masking; articulation without oral sensory control; effects of motor and sensory disruptions on speech; articulation during labial sensory deprivation; acoustic characteristics of speech produced without oral sensation; form discrimination in the mouth; intra-oral recognition of geometric forms by

normal Ss; assessment of oral tactile perception; effect of memory on oral form discrimination; assessment of lingual tactile sensation and perception; orosensory discrimination and articulatory aspects of speech production; articulatory effectiveness, stimulability and children's performance on perceptual and memory tasks; speech-sound discrimination and tactile-kinesthetic discrimination in reference to speech production; functional defective articulation; oral form recognition training and articulation change; orosensory perception, speech production and deafness; and two-point discrimination in oral perception. (GW)

ABSTRACT 2683

EC 06 2683 ED N.A.
Publ. Date Sep 74 7p.
Wilson, Harriet M.; Holbrook, Anthony
An Instrumental Approach to Oral-Nasal Speech Balance With a Preschool Hearing Impaired Child.
Volta Review; V76 N6 P361-7 Sep 1974

Descriptors: exceptional child education; aurally handicapped; speech therapy; educational technology; visual learning; preschool children; reinforcement

A visual reinforcement device was used with a 4-year-old hearing impaired child to assist in her development of oral vs. nasal speech sound production. In training sessions over a period of 5 months she learned to produce the open vowels a(r) and aw without excessive nasality. Teaching charts with Alcorn symbols were used to introduce the nasal sounds m and n. An apparatus which produced a white light in response to pure oral sounds and a red light with nasals helped to motivate and reinforce the child in her production of correct speech sounds. In addition, the apparatus assisted in demonstrating rhythm in speech. (Author)

ABSTRACT 2774

EC 06 2774 ED N.A.
Publ. Date Feb 74 11p.
McReynolds, Leija V. and Others
Markedness Theory and Articulation Errors.
Journal of Speech and Hearing Disorders; V39 N1 P93-103 Feb 1974

Descriptors: exceptional child research; speech handicapped; articulation (speech); phonetics; evaluation; speech habits

Articulation errors of 19 children (mean age of 4 years) were subjected to a markedness analysis to determine whether their substitutions consisted of phonemes that were less complex than the target phonemes with respect to articulatory and perceptual effort. The unit for the analysis consisted of individual distinctive features and distinctive feature bundles. The analysis explored changes in features from more complex to less complex and the reverse. The children did not substitute phonemes requiring less effort than the target phoneme consistently. Their substitutions also consisted of phonemes that, according to markedness theory, might be considered to require greater effort than the target phoneme. (Author)

ABSTRACT 74

EC 07 0074 ED N.A.
Publ. Date Sep 74 5p.
Monnin, Lorraine M.; Huntington, Dorothy A.

Relationship of Articulatory Defects to Speech-Sound Identification.
Journal of Speech and Hearing Research; V17 N3 P352-66 Sep 1974

Descriptors: kindergarten; articulation (speech); identification; auditory perception; aural stimuli; exceptional child research; speech handicapped; students; preschool education;

Fifteen normal-speaking kindergartners with defective r's, and 15 preschoolers were compared on a speech-sound identification task which included sounds the speech-defective Ss misarticulated and sounds they articulated correctly. The identification task included four tests: contrasts of 'r' and 'w', acoustically similar contrasts, acoustically dissimilar contrasts, and vowel contrasts. The speech sounds were presented on a continuum from undistorted signals to severely distorted speech signals under conditions which have caused confusion among adults. The procedure employed was designed to test, in depth, each sound under study and to minimize extraneous variables. Speech-sound identification ability of speech-defective Ss was found to be a specific rather than a general deficiency, indicating a positive relationship between production and identification ability. (Author)

ABSTRACT 77

EC 07 0077 ED N.A.
Publ. Date Sep 74 13p.
Monsen, Randall B.

Durational Aspects of Vowel Production in the Speech of Deaf Children.
Journal of Speech and Hearing Research; V17 N3 P386-98 Sep 1974

Descriptors: deaf; adolescents; speech habits; articulation (speech); speech evaluation; exceptional child research; aurally handicapped.

Two aspects of the duration control of vowel production were examined in 12 deaf and 5 normally hearing Ss (13 to 16 years old): inherent durational differences between two closely related vowels (/i/ and /I/) and the modifying influence of the following consonant. Ss pronounced 36 words containing a vowel (/i/ or /I/) followed by /t, s, n, d, z, o/. In the speech of the deaf Ss the two vowels occupied much more restricted durational ranges than they do in normal speech. The modifying influence of a following sound was different in the case of the deaf Ss. Differences between the deaf and normal Ss did not appear to be simply errors of speech production, but reflected instead a different type of linguistic structure. The vowel production characteristics of the deaf Ss accounted in part for the low intelligibility of consonantal sounds in the speech of the deaf, and implied that standard articulation tests may be an ineffective means of assessing speech production processes of deaf speakers. (Author)

ABSTRACT 78

EC 07 0078 ED N.A.
Publ. Date Sep 74 18p.
Yoss, Kathe Allan; Darley, Frederic L.

Developmental Apraxia of Speech in Children with Defective Articulation.
Journal of Speech and Hearing Research; V17 N3 P399-416 Sep 1974

Descriptors: speech handicapped; articulation (speech); child development; speech habits; exceptional child research; early childhood; childhood; speech evaluation; testing; Apraxia;

To identify behaviors which might distinguish developmental apraxia of speech from functional articulation disorders, 30 children (5 to 10 years old) with moderate to severe defective articulation but with normal intelligence, hearing, and language abilities and with no apparent organic pathologic condition and a group of matched control Ss were given a battery of speech and nonspeech tests. Pediatric neurologic examinations were completed for the Ss with defective articulation. Speech data were analyzed according to type of articulation error and by a method of distinctive-feature categorization. Highly significant differences were found between control and defective articulation Ss. A rationale was established for division of the defective articulation group on the basis of their performance on isolated volitional oral movement tasks. 8 Combinations of variables that emerged as statistically significant differentiating predictors between these two subgroups of Ss with defective articulation were neurologic ratings, two- and three-feature errors, distortions, prolongations and repetitions, additions, one-place errors, and omissions. The behavioral differences supported the conclusion that an identifiable developmental apraxia of speech exists in some children with defective articulation. (Author)

ABSTRACT 81

EC 07 0081 ED N.A.
Publ. Date Sep 74 14p.
Frisch, Giora R.; Handler, Leonard

A Neuropsychological Investigation of Functional Disorders of Speech Articulation.
Journal of Speech and Hearing Research; V17 N3 P432-45 Sep 1974

Descriptors: speech handicapped; childhood; articulation (speech); lateral dominance; neurological defects; exceptional child research; neurology; standardized tests;

To investigate the neurological competence of children diagnosed as having functional articulatory disorders, the Reitan-Indiana Neuropsychological Test Battery was administered to 10 males (7 and 8 years old) who had errors of omission, 10 who had substitutions, and 10 who were matched controls. Of the 28 subtest scores, 11 showed significant differences between the children with speech problems and controls. The scores for the omission group were significantly poorer than those for the other two groups. Two judges, familiar with interpretation of the battery, rated nine

of the 10 omission Ss, seven of the 10 substitution Ss, and one of the 10 control Ss as brain damaged. The evidence pointed to the left hemisphere as a possible location of the cerebral damage. The Ss demonstrated greatest difficulty with tasks which required sensory-receptive functions. (Author)

ABSTRACT 234

EC 07 0234 ED N.A.
 Publ. Date 74 158p.
 Weeks, Thelma E.
The Slow Speech Development of a Bright Child.
 Lexington Books, D.C. Heath & Company, 125 Spring Street, Lexington, Massachusetts 02173 (\$14.00).

Descriptors: exceptional child research; gifted; language development; longitudinal studies; case studies; infancy; early childhood; speech skills; phonetics; phonology; retarded speech development; vocabulary development; females; child development; negative forms(language); morphology(languages); lexicology;

The language acquisition of an unusually bright girl with slow speech development was studied from age two months to five years in order to describe her speech development, compare her development to that of other children, look for causes of slow speech development, and examine educational implications of findings. Study showed she was skilled on roller skates, the jungle jim, in puzzles, and in sculpting. Semantic and paralinguistic aspects of speech were not slow in developing, but phonological, morphological, syntactic, and lexical aspects were slow. Passive vocabulary was in the 99th percentile. IQ at age 5 was 139. Non-speech sounds did not provide difficulty. Order of acquisition was not very different from other children. Certain strategies for language acquisition were different or more extreme than other children's. Written language was easier for her to process than spoken language. She read simple stories before age 4. More studies are needed to determine patterns of slow speech development, pinpoint causes, and determine courses of action to prevent disadvantage. (MYS)

ABSTRACT 664

EC 07 0664 ED N.A.
 Publ. Date Nov 74 8p.
 Daly, David A.; Johnson, Hettie Pippin
Instrumental Modification of Hypernasal Voice Quality in Retarded Children: Case Reports.
 Journal of Speech and Hearing Disorders, V39 N4 P500-7 Nov 1974

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; technology; speech habits; voice disorders; speech therapy; media technology; case studies; training techniques;

A bioelectric system for detecting and measuring voice parameters. The Oral Nasal Acoustic Ratio (TONAR), was used to explore its potential for reducing nasality in three mentally retarded chil-

dren with hypernasality. All three reduced their hypernasality during a 3-week treatment period. Concomitant improvements in speech intelligibility occurred in two of the children. While replication studies were definitely warranted, the findings strongly suggested that many educable mentally retarded children do have the potential for modifying their hypernasality and that TONAR appears to have significant clinical potential for such children. (Author)

ABSTRACT 790

EC 07 0790 ED N.A.
 Publ. Date Mar 74 11p.
 Chess, Stella; Rosenberg, Marguerite
Clinical Differentiation Among Children with Initial Language Complaints.
 Journal of Autism and Childhood Schizophrenia, V4 N2 P99-109 Mar 1974

Descriptors: exceptional child research; speech handicapped; language handicapped; psychiatry; incidence; speech evaluation; child development; case studies; clinical diagnosis; Developmental Disabilities;

Examined were the incidence and classification of speech disorders among 563 predominantly upper middle class children seen from 1970 to 1973 by a private psychiatrist. A review of clinical records revealed the following findings: that there were more boys (105) than girls (34) of the 139 children with some type of language disorder; that the frequency of occurrence among 10 categories of language disability was greatest for delayed onset (81), below - age speech usage (51), and articulation oddities (49); that the children had an average of 2.5 associated disabilities including learning problems (40%), hyperactivity (19%), and behavior difficulties (64%); that the peak referral age for speech disorders (4- to 5-years-old) was earlier than referrals for other reasons (8- to 9-years-old); and that the most frequently defined psychiatric categories were cerebral dysfunction (including mental retardation), and developmental lag. Provided are two case histories of 4- and 5-year-old children with language disorders. (CL)

ABSTRACT 1229

EC 07 1229 ED 101 511
 Publ. Date 30 Nov 73 106p.
 Asp, Carl W.
The Effectiveness of Low-Frequency Amplification and Filtered-Speech Testing for Preschool Deaf Children. Final Report.
 Tennessee Univ., Knoxville.
 Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
 EDRS mf; hc
 OEG-0-9-522113-3339 (032)

Descriptors: deaf; preschool education; auditory training; speech skills; speech tests; exceptional child research; aurally handicapped; speech improvement; test validity; listening skills; curriculum guides; teaching methods; audio equipment; verbo-tonal method;

During a 3-year period, 20 preschool deaf children were matched and given

auditory training by the Verbo-tonal method using two different amplification systems (one which amplified from 200 to 5000 hertz and the other from 20 to 5000 hertz). There were three main goals: to compare two different amplification systems to determine if the addition of frequencies in the 20 to 200 hertz range could facilitate the acquisition of speech perception and speech production skills in young deaf children; to evaluate if severely impaired children could be trained auditorily by using aural/oral procedures such as the verbo-tonal method; and to evaluate filtered-speech testing for young deaf children. There was no significant difference between the speech reception/production scores of the two groups. Both groups showed significant improvement, indicating that the verbo-tonal method was effective in the auditory training of severely hearing-impaired children. The filtered speech testing produced similar detection thresholds to those of pure-tone audiometry. (Appendixes include a review of literature on the use of low-frequency amplification with the hearing impaired, a Verbo-tonal method materials list, and a curriculum guide for using the Verbo-tonal method. (Author/LS)

ABSTRACT 1580

EC 07 1580 ED N.A.
 Publ. Date 74 7p.
 Irwin, John V. and Others
A Longitudinal Study of the Spontaneous Remission of Articulatory Defects of 1665 School Children in Grades 1, 2 and 3. Part II: The Sample.
 Acta Symbolica, V5 N2 P1-7 74

Descriptors: exceptional child research; speech handicapped; articulation (speech); primary grades; speech evaluation; language patterns; statistical data; longitudinal studies;

Presented is further data from a 3-year longitudinal study of 3,147 first grade children with at least one articulatory deviation. Comparisons from the first articulatory test administered to Ss are given for three groups: the 327 Ss who were selected for therapy, the 1155 Ss who were lost to the study, and the 1665 Ss who were studied for the balance of the 3 years. Among conclusions drawn from the data are that the study group could not be regarded as completely representative of the original sample, that the therapy group showed the most severe articulation problems and that the lost group was the least severe. (For Parts 1 and 3 of the study see EC 061432 and 071561). (LS)

ABSTRACT 1581

EC 07 1581 ED N.A.
 Publ. Date 74 9p.
 Irwin, John V. and Others
A Longitudinal Study of the Spontaneous Remission of Articulatory Defects of 1665 School Children in Grades 1, 2, and 3. Part III: The Study Group.
 Acta Symbolica, V5 N2 P9-17 74

Descriptors: exceptional child research; speech handicapped; articulation (speech); primary grades; speech skills; language patterns; behavior change; statistical data; longitudinal studies;

Presented is further data from a 3-year longitudinal study of the spontaneous remission of articulatory defects of 1665 children who were tested on 13 phonemes in three word positions in the fall and spring of grades 1, 2, and 3. Data reported deal with the degree of spontaneous remission for the entire group, the correlations between the number of phonemes in error at selected test intervals, and the classification of Ss into four subgroups by rate of spontaneous remission. Among conclusions drawn are that 82% of all Ss had mastered all of their error phonemes by the end of grade 3. (For Parts 1 and 2 of the study see EC 061432 and 071560). (LS)

ABSTRACT 1778

EC 07 1778 ED N. A.
Publ. Date Dec 73 10p.
Saxman, John H.; Miller, Jon F.
Short-Term Memory and Language Skills in Articulation-Deficient Children.
Journal of Speech and Hearing Research; V16 N4 P721-30 Dec 1973

Descriptors: exceptional child research; speech handicapped; articulation (speech); kindergarten; memory; aural stimuli; recall (psychological); language ability;

Short-term memory (STM) for three types of auditorily presented stimulus material was tested in 28 kindergarten children with articulation deficits and 28 children with normal articulation. The stimulus material consisted of digit, random-word, and sentence strings that varied from four to 10 units in length. The group with good articulation performed significantly better than the group with articulation deficits on the sentence recall task, but not on the digit and random-word tasks. Recall was significantly better for sentences than for digits and random words for both groups. Recall scores for sentence material were not correlated with articulation error scores but were correlated significantly with language comprehension scores and auditory discrimination scores obtained for the same subjects in a parallel study. It was concluded that sentence structure is less helpful for children with articulation deficits than for children with normal articulation in the immediate recall of lexical items. A diminished linguistic ability, rather than a general STM deficit, best accounts for this performance difference. Number of articulation errors is not related directly to the STM for sentence performance difference. (Author)

ABSTRACT 1831

EC 07 1831 ED N. A.
Publ. Date Feb 75 15p.
Shprintzen, Robert J. and Others
A New Therapeutic Technique for the Treatment of Velopharyngeal Incompetence.
Journal of Speech and Hearing Disorders; V40 N1 P69-83 Feb 1975

Descriptors: exceptional child research; speech handicapped; cleft palate; operant conditioning; speech therapy; learning; behavior change;

A new therapeutic technique for the treatment of velopharyngeal incompetence during speech was administered to four Ss (4-to 19-years-old). The technique involved an operant procedure designed to utilize successive approximation to competent speech via competent blowing or whistling closure mechanisms. It was based on cinefluoroscopic observations of normals utilizing the same closure mechanism for speech, blowing, and whistling plus videofluoroscopic observations of cleft palate Ss who were capable of attaining normal closure patterns for blowing and whistling, but not for speech. Data indicated that speech incompetence in individuals who can achieve closure during blowing and whistling may be a result of an error in learning. (Author/GW)

ABSTRACT 2460

EC 07 2460 ED N. A.
Publ. Date 74 250p.
Longhurst, Thomas M., Ed.
Functional Language Intervention: Readings. Volume I.
MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$12.00 Hard Copy, \$6.25 Paperback)

Descriptors: exceptional child education; exceptional child research; mentally handicapped; physically handicapped; cerebral palsy; learning disabilities; language handicapped; speech handicapped; intervention; remedial instruction; behavior change; reinforcement; operant conditioning; theories; guidelines; language instruction; speech therapy; animal behavior; communication (thought transfer) multiply handicapped;

The first of two volumes on functional language intervention includes 19 articles concerned with a systematic approach to intervention, means of gaining clinician control, and the nonspeech response mode. Basic intervention procedures are reported to involve two steps for evaluating behavioral change: establishing a baseline of linguistic behavior, and analyzing the conditions that maintain and modify the linguistic behavior. Papers about a systematic approach focus on the following topics: an introduction to the functional analysis of speech and language (F. Girardeau et al.), the implications of a functional approach to speech and hearing research and therapy (J. Spradlin et al.), speech pathology and the experimental analysis of behavior (R. Brookshire), current dimensions of applied behavior analysis (D. Baer et al.), language functions of retarded children (R. Schiefelbusch), clinical guidelines about the nonverbal child (J. Stark et al.), the bases of decision in language training (N. Rees), developing the content for a language teaching program (J. Miller et al.), the integration of linguistic theory and operant procedures in language training for the mentally retarded (J. Lynch et al.), and an experimental program of functional language for verbally deficient children (W. Sailor).

Means of gaining clinician control are the theme of papers on the following subjects: contingencies and consequences in speech therapy (L. McReynolds), control of tantrum behavior by operant techniques during experimental verbal training (W. Sailor et al.), manipulation of self destruction in three retarded children (O. Lovaas et al.), a case study in language conditioning and generalization with a severely retarded child (E. Barton), and the use of positive reinforcement in conditioning attending behavior (H. Walker). The nonspeech response mode is the focus of entries on the following topics: communication and language in the home-raised chimpanzee (W. Kellogg), teaching sign language to a chimpanzee (R. Gardner et al.), a functional analysis of language (D. Premack), and communication boards for cerebral palsied children (E. McDonald et al.). (For a related document, see EC 072461.) (GW)

ABSTRACT 2461

EC 07 2461 ED N. A.
Publ. Date 74 293p.
Longhurst, Thomas M., Ed.
Functional Language Intervention: Readings. Volume II.
MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$14.00 Hard Copy, \$7.50 Paperback)

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; speech handicapped; learning disabilities; language handicapped; disadvantaged youth; intervention; remedial instruction; behavior change; reinforcement; operant conditioning; language instruction; speech therapy; training techniques;

The second of two volumes on functional language intervention includes 28 papers concerned with the establishment of vocal-verbal behavior in nonverbal or echolalic children and the development of linguistic behaviors. Basic intervention procedures are reported to involve two steps for evaluating behavioral change: establishing a baseline of linguistic behavior, and analyzing the conditions that maintain and modify the linguistic behavior. Ten entries on vocal-verbal behavior focus on the following topics: vocal conditioning in infants (G. Siegel), language training for the autistic child using operant conditioning procedures (J. Stark), assessment and modification of verbal imitation with low functioning retarded children (W. Bricker et al.), reinforcement control of generalized imitation in young children (D. Baer et al.), acquisition of imitative speech by schizophrenic children (O. Lovaas et al.), the development of imitation by reinforcing behavioral similarity to a model (D. Baer et al.), an experimental analysis of verbal imitation in preschool children (T. Brigham et al.), experiments on the organization of a class of imitative behaviors (R. Peterson), the development of generalized imitation within topographically determined boundaries (E. Garcia et al.), and speech acquisition in a mute, visually impaired adolescent (D. Guess et al.). The development of

linguistic behaviors is the concern of 18 papers on such subjects as the following: development of receptive vocabulary in severely retarded children (W. Bricker et al.), instruction-following behavior of a retarded child and its controlling stimuli (S. Striefel et al.), a language training program for retarded children (K. Stremmel), establishment of use of descriptive adjectives in the spontaneous speech of disadvantaged preschool children (B. Hart et al.), modification of the frequency of descriptive adjectives in the speech of Head Start children through modeling without reinforcement (B. Lahey), receptive training of adjectival inflections in mental retardates (D. Baer et al.), stimulus factors in the training of prepositional usage in three autistic children (W. Sailor et al.), and improving oral language skills in a classroom for the educable mentally retarded (M. Odom et al.). (For related document, see EC 072460.) (GW)

ABSTRACT 2534

EC 07 2534 ED N. A.
Publ. Date Apr 75 5p.
Barrett, Mark D.; Welsh, John W.
Predictive Articulation Screening.
Language, Speech and Hearing Services
in Schools; V6 N2 P91-5 Apr 1975

Descriptors: articulation (speech); speech evaluation; test validity; predictive measurement; screening tests; exceptional child education; speech handicapped; primary grades; followup studies; Predictive Screening Test of Articulation;

The Predictive Screening Test of Articulation (PSTA) was administered to 371 children in first grade and again in third grade to evaluate its effectiveness as a predictive test and screening instrument. Ss represented those children (out of a total of 589) who had scored 34 or higher on the PSTA in first grade and thus were not enrolled in therapy. A prediction range of 88.1-89.5% was obtained based on the percentage of Ss who achieved normal articulation by the third grade without the benefit of speech therapy. Results supported the use of the PSTA as a valuable instrument in the speech adequacy screening of a first-grade population. (LS)

ABSTRACT 2535

EC 07 2535 ED N. A.
Publ. Date Apr 75 6p.
Weston, Alan J.; Harber, S. Kay
The Effects of Scheduling on Progress in Paired-Stimuli Articulation Therapy.
Language, Speech and Hearing Services
in Schools; V6 N2 P96-101 Apr 1975

Descriptors: articulation (speech); speech therapy; time factors (learning); scheduling; exceptional child education; speech handicapped; elementary education;

Seventy children with articulation disorders in grades 1 through 6 participated in an evaluation of the effectiveness of five different paired-stimuli articulation therapy schedules. Results revealed that Ss who were scheduled for therapy twice a week reached criterion in significantly less time than those scheduled three or four times per week. (LS)

ABSTRACT 3304

EC 07 3304 ED N. A.
Publ. Date Aug 75 12p.
McReynolds, Leija V.; And Others
Articulatory-Defective Children's Discrimination of Their Production Errors.
Journal of Speech and Hearing Disorders; V40 N3 P327-338

Descriptors: articulation (speech); auditory perception; exceptional child research; speech handicapped; early childhood education; expressive language; receptive language;

Discrimination and production performance of seven severely misarticulating children (3-7 years) was analyzed in terms of errors in distinctive features and phonemes. Their performance on the McDonald Deep Test of Articulation and a minimal pairs discrimination test was also compared to the performance of seven children without articulation errors on the same measures. The normal children performed equally well in production and discrimination. However, the articulatory-error children performed poorly on the production test but performed almost as well as the normal children on the discrimination test. A discrepancy in articulatory-error children's production and discrimination of their error phonemes was obtained. They discriminated features and phonemes they did not produce. (Author)

ABSTRACT 3823

EC 07 3823 ED N. A.
Publ. Date Oct 75 7p.
Ruscello, Dennis M.
The Importance of Word Position in Articulation Therapy.
Language, Speech, and Hearing Services
in Schools; V6 N4 P190-196

Descriptors: articulation (speech); speech therapy; exceptional child research; speech handicapped; elementary education; transfer of training;

Six children (6-9 years old) with articulation problems participated in an evaluation of the importance of word position in articulation therapy. Ss were divided into two groups, with Group I receiving word training in initial position words exclusively, and Group II receiving training in initial, final, and medial word positions. Specific generalization across word position boundaries was found for both experimental groups in varying degrees. Results suggested that during the acquisition phase of phone learning, the traditional practice of therapy drill with initial, final, and medial position words appears to be in order for a majority of cases. (LS)

ABSTRACT 3828

EC 07 3828 ED N. A.
Publ. Date Sep 75 12p.
Williams, Gail C.; McReynolds, Leija V.
The Relationship Between Discrimination and Articulation Training in Children with Misarticulations.
Journal of Speech and Hearing Research; V18 N3 P401-412

Descriptors: articulation (speech); auditory perception; speech skills; exceptional child research; speech handi-

capped; early childhood education; speech therapy;

Four children (5 and 6 years old) each of whom lacked four phonemes in his articulatory repertoire, participated in a study to determine whether a functional relationship exists between speech sound discrimination and articulation. For two Ss, Condition I consisted of production training followed by a discrimination probe and Condition II consisted of discrimination training followed by a production probe. For the other two Ss, the conditions were reversed. In production training, the Ss were trained to articulate correctly three consonant-vowel (CV) syllables in response to nonsense pictures. In discrimination training, the Ss were trained to find nonsense pictures in response to three CV syllables. Probe measures were administered to determine if changes occurred in one modality after training the other modality. Results indicated that production training was effective in changing both articulation and discrimination; however, discrimination training was effective in changing only discrimination. (Author/LS)

PROGRAMS

ABSTRACT 629

EC 03 0629 ED 044 864
 Publ. Date 70 76p.
 Stowell, L. James And Others
A Guide for Speech Therapy.
 Cooperative Educational Service Agency 5, Elmwood, Wisconsin
 Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
 EDRS mf,hc
 OEG-594149-70

Descriptors: exceptional child services; speech handicapped; speech therapy; program guides; program descriptions; guidelines; speech handicaps; Wisconsin

The handbook is designed as a guide to the school speech therapy programs within the Cooperative Educational Service Agency 5 in Wisconsin. A general philosophy of speech therapy is presented, the professional responsibilities of the speech clinician outlined, and professional associations described. The responsibilities of the administration to the speech therapy program, and of the classroom teacher to the speech clinician and the program, are set forth. The organization of the program is sketched, and the communication disorders found in the schools discussed. Samples of forms used by the clinicians are included. Listed are the necessary facilities and equipment for an adequate program, in addition to diagnostic and language tests, and publishing companies which are sources for diagnostic materials, therapy, and equipment. (KW)

ABSTRACT 1200

EC 03 1200 ED N.A.
 Publ. Date Nov 70 10p.
 Carrier, Joseph K., Jr.
A Program of Articulation Therapy Administered by Mothers.
 EDRS not available
 Journal Of Speech And Hearing Disorders; V35 N4 P344-53 Nov 1970
 Based On Author's Doctoral Dissertation, University Of Pittsburgh.

Descriptors: exceptional child education; speech handicapped; articulation (speech); speech therapy; mothers; parent role; parent child relationship; operant conditioning

A study was conducted to investigate the effectiveness of a program of articulation therapy administered by mothers at home. A program was designed within the operant framework to teach, one at a time, any consonants or blends in the English language. It required a speech pathologist to train the child to imitate the target sound in isolation before beginning the program. Twenty subjects, aged 4-7 years, with articulation disorders were divided into two matched groups on the basis of age, number of errors, and the sound to be taught. A battery of four tests was used four times to evaluate progress. All experimental children showed improvement in all tests, with less than 1 1/2 hours of professional time per sound and less than three weeks total time. It is hypoth-

esized that speech aides could help in articulation therapy, although carry-over may not be as effective as with the mothers. The six lessons used by the mothers are included in the appendix. (GD)

ABSTRACT 2169

EC 03 2169 ED 049 588
 Publ. Date Oct 70 60p.
 Mann, James W.; May, Jane
The Status of Speech Pathology and Audiology Programs in Elementary and Secondary Schools.
 Mississippi University, University, School of Education
 EDRS mf,hc

Descriptors: aurally handicapped; speech handicapped; professional personnel; questionnaires; exceptional child research; speech therapists; public schools; audiolingual methods; speech therapy; hearing therapy; elementary education; secondary education; Mississippi

Addressed primarily to the prospective as well as the working, speech and hearing clinician, the study investigated the current practices and status of public school speech and hearing programs in Mississippi. A questionnaire was forwarded to 49 speech and hearing clinicians to determine professional title and relationships, screening and diagnosis, classification and distribution of disorders, remedial procedures, supervision, and speech improvement. The results were felt to point up such needs as standardization of professional titles at the state level, more consistent and precise methods of examination of speech disorders; some standard program management practices; more joint responsibility shared with the superintendents, parents, principals, teachers, and therapist; more teacher guidance from the speech clinician. A copy of the questionnaire completed by the speech and hearing personnel is included in the appendix. (CD)

ABSTRACT 2267

EC 03 2267 ED N.A.
 Publ. Date Mar 70 25p.
 Edwards, Clark And Others
Speech and Hearing Services.
 EDRS not available
 Wisconsin State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Descriptors: exceptional child services; aurally handicapped; speech handicapped; state programs; educational programs; speech therapists; hearing conservation; hearing therapy; speech therapy; Wisconsin

Following a review of the history of speech and hearing services in Wisconsin, the booklet details speech correction services and educational programs for speech handicapped and hearing impaired children in Wisconsin. The first of three major sections describes the Hearing Conservation Program, providing statewide audiometric screening, diagnostic, otologic examinations, and fol-

lowup with medical and/or educational recommendations. The second section surveys deaf education in Wisconsin, stating philosophy, eligibility standards, age range of services, and services available (day classes, residential school, rehabilitation center). Also mentioned are provisions for out-of-state attendance and teacher training, the role of the Division for Handicapped Children, and the use of itinerant teachers and social workers. The final section treats the state's speech correction program, in which clinicians function with a great deal of autonomy. Briefly touched upon are program philosophy, certification, reimbursement, reporting, case finding, diagnosis, scheduling, therapy, and cleft palate program. Appended are lists of state statutes pertaining to speech and hearing, Wisconsin's 16 speech and hearing centers, and due dates of required forms for services. (KW)

ABSTRACT 266

EC 04 0266 ED N.A.
 Publ. Date 71 238p.
 Falk, Mervyn L., Ed.
A Cleft Palate Team Addresses the Speech Clinician.
 EDRS not available
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$11.25).

Descriptors: exceptional child services; speech handicapped; cleft palate; state programs; medical treatment; speech therapy; emotional adjustment; physicians; professional personnel; dental health; Michigan; surgical treatment

Ten chapters written in a conversational tone are addressed to school speech clinicians and concern services for and treatment of cleft palate children, with particular emphasis on the organization of services in the state of Michigan. Anthony R. Ceresko's discussion of the role of public health in Michigan covers the organization and programs of the Division of Services to Crippled Children and the Bureau of Maternal and Child Health and related state legislation. The role of a state speech and hearing consultant in cleft palate management is defined by Carol Barbeito. William G. McEvitt covers plastic surgery, while Ned I. Chalat describes otolaryngologic problems and their management. A formalized therapy format for school speech correction is presented by Mervyn L. Falk. Attention is also given to psychiatric considerations concerning both the cleft palate child and his parents, by Joseph Fischhoff; to the pediatrician's role in cleft palate management, by Robert Chesky; to dental and prosthetic management, by K.W. Sproule and E.P. Hawthorne; to the orthodontist's role in the treatment of both cleft lip and palate, by J. Hilliard Hicks; and to the role of medical social work, by Judith Bensky. (KW)

ABSTRACT 1843

EC 04 1843 ED N.A.
 Publ. Date May 72 7p.
 Shearer, William M.

Diagnosis and Treatment of Voice Disorders in School Children.

EDRS not available

Journal of Speech and Hearing Disorders: V37 N2 P215-21 May 1972

Descriptors: exceptional child services; speech handicapped; voice disorders; clinical diagnosis; speech evaluation; program descriptions; speech therapists

Described is a diagnostic program for children with voice disorders established at Northern Illinois University at the request of local speech clinicians. The diagnostic team, meeting four times a year, consisted of a speech pathologist, a laryngologist, and a school psychologist, with the clinic providing audiological services. Referring school clinicians accompanied the children through the diagnostic procedure and conferred with team members at the various stations. Vocal nodules were found in 57% of the children, most of whom had been referred because of hoarseness. The evaluation procedure and therapy recommendations are discussed in detail. The clinicians expressed an increased confidence in dealing with voice problems and tended to include voice disorders more readily in their regular case loads. (Author)

ABSTRACT 2669

EC 04 2669 ED N.A.
Publ. Date 72 19p.
Black, Martha E.

Speech Therapy in the Public Schools.
Bobbs-Merrill Company, 4300 West 62nd Street, Indianapolis, Indiana 46268

Descriptors: exceptional child education; speech handicapped; speech therapy; public schools; guidelines; clinical diagnosis; educational programs; program design

The pamphlet describes the status of speech therapy in the public schools and provides guidelines for programs which integrate clinical therapy with the educational process. In particular, the author discusses the organization of clinical programs, procedures for selecting pupils for therapy, case loads and therapy schedules, equipment, the planning and content of therapy, utilization of supportive personnel and the importance of progress reports and case histories. (GW)

ABSTRACT 1168

EC 05 1169 ED 072 603
Publ. Date Jan 72 44p.
Administrator's Guide to Programs for Speech Handicapped School Children.

South Carolina State Department of Education, Columbia. Office of Programs for the Handicapped
EDRS mf, hc

Descriptors: exceptional child education; speech handicapped; administration; speech therapy; program development; guidelines; school role; speech therapists; teachers; principals; role perception; equipment; educational facilities; scheduling; screening tests; records (forms)

The handbook offers guidelines to administrators who are developing programs to

meet the need for speech therapy services in South Carolina schools. Responsibilities of school principals, speech coordinators, speech clinicians, and classroom teachers are identified. Recommendations are made concerning equipment needs (tape recorders, audiometers, record players, and mirrors) and facility specifications (room size, electrical supply, and furniture). Two procedures for scheduling clinicians' school visits (the itinerant and blocking systems) are diagrammed, and varying therapy schedules are recommended for children with different degrees of speech handicap. Described are screening and reevaluation procedures for children in kindergarten through twelfth grade. Appendixes include forms for a statistical summary for state aid and a district summary of state aid; the South Carolina Special Education Act of 1970; addresses of companies publishing diagnostic and instructional materials; and addresses of speech and hearing centers in South Carolina. Also presented in the appendixes are forms for referrals, progress reports, dismissals, semester-end reports, and clinicians' monthly caseload attendance report. (GW)

ABSTRACT 1390

EC 05 1390 ED 073 601
Publ. Date 72 82p.
Gross, F. P. and Others

Ohio School Speech and Hearing Services.

Ohio State Dept. of Education, Columbus. Division Of Special Education
EDRS mf, hc

Descriptors: exceptional child services; speech handicapped; aurally handicapped; state standards; state programs; school services; speech therapy; hearing therapy; state departments of education; Ohio

The pamphlet on speech and hearing services offered by the Ohio Department of Education discusses both the general status of speech and hearing services, and certification and program standards. The general status of Ohio's programs is described in terms of the history of speech and hearing therapy in Ohio, the present status of units in speech and hearing services, and past and current research and demonstration projects. Also examined are certification standards for therapists, State Board of Education program standards, and division policies. Guidelines are presented for the following aspects of program development: speech and hearing therapy services in a school system (staff functions and evaluative program criteria), equipment and facilities, program organization, instructional programs (scheduling methods, lesson planning, carry-over, termination of therapy, and followup cases), records and reports, sources of professional assistance, special state programs for the hearing impaired, and audiometric evaluations. Appendixes include: suggested record and report forms; the code of ethics of the Ohio Speech and Hearing Association; descriptions of the functions of the professional staff in the Division of Special Education; program standards

for special educational units for deaf and hard of hearing children; and recommendations from the International Standards Organization. (GW)

ABSTRACT 1485

EC 05 1485 ED N.A.
Publ. Date Feb 73 11p.
Carpenter, Robert L.; Augustine, Lloyd E.

A Pilot Training Program for Parent-Clinicians.

Journal of Speech and Hearing Disorders: V38 N1 P48-58 Feb 73

Descriptors: exceptional child education; speech handicapped; infancy; early childhood; childhood; communication problems; speech therapists; speech therapy; parent role; parent education; educational programs; mothers; program descriptions

Four mothers of children with a variety of communication disorders received training in behavior change techniques at a 2-day workshop. The goal was to teach the mothers to use a specific instructional approach which involved an antecedent-behavior-consequence paradigm. For each case, specific child and parental behaviors were determined by a speech pathologist. Followup was accomplished by mail and telephone contact. Examples of two of the parent-clinician programs are given. Positive changes were reported in three of the four children over a 2- to 3-month period. The parent training program was recommended for situations where speech pathology services are limited or when daily treatment is required. (Author/GW)

ABSTRACT 1730

EC 06 1730 ED N.A.
Publ. Date Apr 74 7p.

Van Hattum, Rolland J. and Others
The Speech Improvement System (SIS) Taped Program for Remediation of Articulation Problems in the Schools.
Language, Speech and Hearing Services in Schools; V5 N2 P91-7 Apr 1974

Descriptors: exceptional child services; speech handicapped; elementary school students; speech improvement; articulation (speech); speech therapy; auditory training; program descriptions; program development; field studies

Described are development of the Speech Improvement System consisting of eight taped speech therapy programs, and field tests with 961 elementary school students. Discussed are the following program components: the Preliterate Training Program which provides training in skills for nonreading children, the System Training Program which provides orientation to skills required for later programs, and six sound programs involving 94 lessons in 30 sessions for sounds such as 's' or 'r'. Sound lessons are said to consist of Phase I (auditory identification and discrimination), Phase II (production), and Phase III (stabilization). Noted is use of the Premack Principle (activity selection for the last 5 minutes of the lesson) for reinforcement.

Explained for program development are use of behavior modification concepts and programed learning, and considerations such as appropriateness to age level, and sound position in words. Results of field testing (1970 to 1971) are given to include significant improvement in all sounds on the McDonald Screening Deep Test for Articulation, and results of a survey reporting that 53% of 800 children had been dismissed from further therapy, that 37% of the children improved, and that 10% of the children did not improve. Noted are program revisions and subsequent program results indicating a 72% correction rate for children in a university speech clinic. (MC)

ABSTRACT 1910

EC 06 1910 ED 090 748
Publ. Date 73 30p.
Management and Supervision of Programs for Speech and Hearing Handicapped.
New York State Education Dept., Albany. Bureau for Physically Handicapped Children.
Office of Education (DHEW), Washington, D. C.
EDRS mf, hc
Proceedings of the Special Study Institute, Syracuse, New York (May 17-19, 1973)

Descriptors: exceptional child education; aurally handicapped; speech handicapped; institutes (Training programs); state programs; conference reports; delivery systems; administration; program development; models; New York

Reported are the proceedings of a 3-day institute on the management and supervision of programs for speech and hearing handicapped children operated by New York State Boards of Cooperative Educational Services (BOCES) and included are four papers presented at the institute. Listed are institute participants, goals, and agenda. Noted in the overview is development by institute participants of model speech programs. Papers focus on the following topics: financial and legal aspects of BOCES and school districts; and administrative view of supervision; delivery and accountability for school language, speech and hearing services; and administrative personnel. Four group sessions are seen to have focused on identification of administrative problems, essential parts of an organizational model, and development and finalization of the models. Three institute developed models are described in terms of student population base, job qualifications, tasks involved in position, decision making process, administrative structure and accountability, budget, and time line. Also given are the evaluation form completed by institute participants and a listing of administrative, consultative, and program development responsibilities. (DB)

ABSTRACT 644

EC 07 0644 ED N.A.
Publ. Date Dec 74 7p.
Bennett, Clint
Speech Pathology and the Hearing Impaired Child.
Volta Review; V76 N9 P550-6 Dec 1974

Descriptors: exceptional child education; aurally handicapped; speech therapists; speech therapy; program descriptions; guidelines; role perception;

Described are the general principles and training procedures used by speech pathologists at a day school for hearing impaired children. The following features are discussed: training goals such as generalization of skills learned in a structured setting to the classroom and home; auditory training of residual hearing; speech training in which speech sounds are taught in the context of words; individualized instruction; developmentally sequenced language training which emphasizes functional language concepts; coordination between speech pathologists and classroom teachers; and parent cooperation. An appendix offers directions for a home training program for nasal and stop consonants. (GW)

ABSTRACT 1833

EC 07 1833 ED N. A.
Publ. Date Feb 75 14p.
Shriberg, Lawrence D.
A Response Evocation Program for /3/.
Journal of Speech and Hearing Disorders; V40 N1 P92-105 Feb 1975

Descriptors: exceptional child services; articulation (speech); early childhood; childhood; speech therapy; program descriptions; delivery systems; psychomotor skills; task analysis; Developmental Disabilities;

A response evocation program, some principles underlying its development and administration, and a review of some clinical experiences with the program are explained. The program is reported to have involved 65 children (4-to 12-years-old) with developmental articulation errors of the /3/ phoneme and 19 clinicians. Such findings as the following are noted: that approximately 70% of program administrations resulted in a child emitting a good /3/ within 6 minutes; and that approximately 10% of children who were given additional training on program step failures emitted good /3/'s in subsequent sessions. The preliminary observations are discussed in relation to the role of task analysis and motor skills learning principles in response evocation, clinician influences in program outcomes, and professional issues in service delivery to children with developmental articulation errors. (Author/GW)

ABSTRACT 3087

EC 07 3087 ED N. A.
Publ. Date Jul 75 6p.
Galloway, Herbert F.; Blue, C. Milton
Paraprofessional Personnel in Articulation Therapy.
Language, Speech, and Hearing Services in Schools; V6 N3 P125-130

Descriptors: articulation (speech); speech therapy; nonprofessional personnel; program effectiveness; exceptional child education; speech handicapped; elementary education; program descriptions; programed materials;

Described are the rationale, procedures, and evaluation results of a 3 year project in which paraprofessionals were trained

to administer programed materials to students (in grades 1-5) who had articulatory errors. Evaluation of the program's effectiveness with 134 students is said to have revealed a total correction rate of 83.5% for the paraprofessionals. (LS)

ABSTRACT 3371

EC 07 3371 ED 109861
Publ. Date 74 231p.
Handbook for Speech Correction, Grades K-12.
New York City Board of Education, Brooklyn, NY Bureau of Curriculum Development. Curriculum Bulletin 1973-1974, Series No. 6.
EDRS mf
Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 (\$7.50)

Descriptors: speech handicapped; program descriptions; speech therapy; lesson plans; exceptional child education; early childhood education; elementary education; secondary education; public schools; curriculum guides; program planning; speech evaluation; resource guides; instructional materials; New York;

The handbook describes the speech correction program of the New York City school system (Grades K-12), outlines the duties and responsibilities of the speech teacher, and presents guidelines, resource materials, and lesson plans for use with speech handicapped students. Covered in Chapters 1-3 are aspects of program organization (such as screening and diagnosing, referral, and letters to parents); speech therapy procedures (including suggestions for planning the clinical program and a lesson plan outline); and an outline of programs in senior high schools (including testing, selecting cases, and motivation). Provided in Chapter 4 are therapy procedures and lesson plans for correction of the following speech problems: articulatory defects; lisping; lalling; mixed articulatory defects and delayed speech; tongue thrust; problems related to cleft palate, cerebral palsy, and hearing loss; cluttering; stuttering; voice disorders, and foreign accents. Appendixes focus on the following topics: forms and letters, a speech therapy program checklist, program implementation, publicity, teaching aids, diagnostic testing, a selected bibliography, and a list of publishers of speech materials. (LS)

ABSTRACT 3824

EC 07 3824 ED N. A.
Publ. Date Oct 75 10p.
Dopheide, W. R.; Dallinger, Jane R.
Improving Remedial Speech and Language Services Through Clinician-Teacher In-Service Interaction.
Language, Speech, and Hearing Services in Schools; V6 N4 P196-205

Descriptors: program descriptions; speech therapists; inservice teacher education; program evaluation; exceptional child education; speech handicapped; language handicapped; aurally handicapped; elementary secondary education; teachers; Communication Disorders;

Described is a pilot inservice program designed to improve cooperation between a school district's teachers and speech and hearing clinician. Discussed are program components such as the use of videotapes to demonstrate remedial procedures used with children having various speech and language handicaps. Conclusions based on evaluations by the participants and project directors are reported, such as that a broad sampling of participant needs, interests, issues, problems, and background in communication disorders is needed to develop a structure beneficial to all concerned. (LS)

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